



Lord Grey Academy

Lord Grey Can



Catch up funding strategy

The main barriers to achievement since lockdown are:

- A. Lower than national literacy and numeracy levels since Primary school lockdowns and a lack of reading. Students have gaps in core knowledge, skills and understanding which could lead to below average attainment in English and Maths.
- B. Students are dependent upon teachers and lack the confidence and understanding of how to be independent learners.
- C. Students struggled to access the remote learning curriculum due to IT issues or lack of resources.
- D. Some students experienced social, emotional and mental issues - during lockdown - which has negatively affected their ability to focus on learning.

Priorities to improve the outcomes for students since lockdown:

P01: Teaching- delivery of content not covered due to lockdown or gaps identified through the discontinuity of classroom learning of knowledge and skills. Further improving the attainment and progress of students who may have stalled. Focusing on narrowing the gap between disadvantaged and their peers.

P02: Targeted academic support- targeted academic support within wave 2 intervention in the classroom or through targeted homework support, small group intervention. Provision of tutoring, collaborative learning and platforms to enhance support for individuals.

P03: Wider strategies: removing non-academic barriers to success in schools such as emotional support. Creating and developing cultural capital of students so that all , particularly those with high anxiety, mental health and emotional well-being was affected by lockdown are able to place knowledge into broader contexts and to improve their comprehension, inference and numerical skills.

Intended Outcomes:

O01: Increased the proportion of all learners achieving basic measures, particularly in English and Maths and narrowing the gap to non-disadvantaged students nationally.

O02: Improved outcomes across the whole curriculum and increased participation in extended learning activities.

O03: Improved confidence in students to be independent and to see the gaps in learning decreasing over time.

Strategy	cost	Success criteria	Effect of spending	Update/Next Steps
P01: Teaching				
<p>Purchase of GCSEPOD to support learners in all subjects in year 11 and year 10 to support learning of core knowledge and substantive knowledge.</p>	<p>16600 £12 per child in KS4.</p>	<p>Attainment in English Literature, combined Science, History, Geography and languages in-line with value added and National at Data assessment point 3. 320</p>	<p>11908 Pods Watched to date. The highest subjects are English Literature 3986, English language 2141, Physics 1080 and Maths 890 pods. All time usage is at 14675 pods watched since September. In the last 3 months the highest proportion of usage is in English Literature 811, Biology 422, combined science 408 and then Chemistry 302.</p>	<p>AMO and JWH relaunch delayed at end of last academic year. September sessions planned for tutors and tutees including how to monitor student usage at tutor level.</p> <p>Use English/Science as examples of good practice to others and triangulate with PLC, Self Study and know more, do more remember more.</p>
<p>Purchase of folders to keep their Knowledge organisers in one place and copying of their Knowledge organisers (one sheet overview of core knowledge of each subject).</p> <p>Purchase of folders for new intake Year 7 and use next academic year.</p>	<p>1,000</p>	<p>Every student in year 7-11 will be able to use their Knowledge organisers to practise their knowledge retrieval of core knowledge in every subject. Each student should be able to know the sheet for each half term's content. Each student will be able to identify areas of development needed using online platforms to close core knowledge.</p>	<p>All students have a folder of KOs. Percentage of 4+ English, 5+ Maths and 5+ Basics were all up this time last year. A larger number of students in Maths and English are sitting on the Grade 3 and 4 borderline compared to last year. Pupil voice shows the vast majority of students and teachers value the knowledge organisers and use them regularly to revise for their 'do now' activities and revise core knowledge. We have purchased more folders for the new intake to show them at their Summer School.</p>	<p>Continue with role out in tutor time and KBE drive. Develop there use in lessons.</p> <p>Designated tutor session for self study and quizzing to support how to use them.</p> <p>Link to know more, do more remember more</p>

<p>Creation of jobs across the academy to coordinate extra curricular activities to close academic gaps, support mental and physical well being and to re-socialise students.</p> <ul style="list-style-type: none"> • TLR 3 extracurricular in CT • TLR 3 extra curricular in PA 	<p>1600 1600</p>	<p>Students across Years 7-10 will have more opportunities to attend an after school provision in order to develop skills to support their wellbeing, mental health or academic achievements in a variety of subjects.</p>	<p>Jobs advertised for September start to really ensure we are driving extra-curricular and closing any academic gaps identified this summer term.</p>	<p>No appointments made, money into existing salaries.</p> <p>Across the school; to develop extra curricular programme including communicating the offer.</p> <p>Improved monitoring of participation- SKI to lead linking to character</p>
<p>Purchase of 90 chromebook to support teachers in developing wave 2 and 3 intervention strategies to support students to close the content gap.</p>	<p>25,000</p>	<p>All teachers will identify gaps in core knowledge, skills or substantive knowledge and create wave 2 intervention strategies to close gaps in the classroom.</p> <p>All teachers will create a bank of online recorded lessons, resources, materials to close learning gaps for students.</p> <p>Some teachers will create intervention bespoke strategies to close core knowledge through recorded lessons accessed via google classroom.</p>	<p>All staff used the chromebooks to create a variety of live lessons or pre-recorded material for Christmas Lockdown 2 and Post Christmas Lockdown 3. Lord Grey now has a bank of materials to share with students as a way of 'Catch up' in learning or knowledge gaps. All staff report an improvement in their skills of how to create materials for Virtual School. A suite of resources now exist for intervention, as well as any catch up sessions. Students have been engaging well with the</p>	<p>PLC's to be rolled out across all year groups. At KS 3, this will link to End Points. Ast KS 4, greater use of PIXL PLC's, DTTRand gaps and growth.</p> <p>PLC's can direct students to banks of resources (Therapy)</p> <p>Link to know more, do more remember more.</p>
<p>P02: Targeted academic support</p>				
<p>English intervention</p>	<p>5000</p>	<p>Creation of English intervention through recruitment of an English teacher and curriculum model adapted for small group intervention.</p>	<p>Creation of extra teachers for September to really ensure we are driving extra-curricular and closing any academic gaps identified this summer term.</p>	<p>Students have been identified (using basics Tie up as a driver for English and Math)</p>
<p>Maths intervention</p>	<p>5000</p>	<p>Creation of maths intervention through recruitment of a Maths teacher and curriculum model adapted for small group intervention.</p>	<p>Creation of extra teachers for September to really ensure we are driving extra-curricular and closing any academic gaps identified this</p>	<p>Sessions are being planned and should be no more than 2 x 30 minutes targeted interventions</p>

			summer term.	based on gaps in knowledge.
Science intervention	1080	90 students in year 10 identified as having gaps in knowledge, content and skills due to lockdown. split into 6 groups for intensive reteaching in Summer Term 2. 85% are disadvantaged.	We started intervention sessions in Science from 17th June, we will be reporting back on impact at the end of the academic year. Covid-19 affected impact and sessions	Science also operating targeted intervention within lessons
PP03: Wider strategies				
Purchase of 100 Chromebooks to support students in Ks3 and Ks4	25,000	Secure progress of KS3 and KS4 for students through online platform google classroom and resources created in-house by teaching staff. Students who do not have access to a device in event of lockdown can access these online materials and pre-recorded lessons to close learning gaps. Available on short term or long term loans to support home learning. All students have access to some tailored resources at Greensure and Oak National Academy.	Total of 274 devices were loaned out to give access to remote education. 98 additional requests for data, 67 of those applied for and received via DFE. All year groups engagement with online learning has improved since Lockdown 1. All those lent a school device are all above the year group average, the most improved is Year 11 and KS5. Lord Grey Virtual School was established in October 2020 with all teachers uploading work to each year group and subject. synchronous lessons established in KS4 and KS5 since January with KS3 lessons live one per week from Feb HT 2021. Total of 308 loaned devices out now to support students in their academic study and NEA coursework.	30 students in new year 7 identified as being in digital poverty. Chromebooks to distributed as well as 2 dongles. Chromebooks also used to resource i-achieve and LSU. Returned Chromebooks, "cleaned" and ready to redistribute. SKI to look at Samsung pro books as IT claim, they can't be used again.
Bespoke Science Physics revision guides	205	Secure progress of KS4 Physics for all KS4 students through key revision and knowledge retrieval.	The large majority of students (66%) are at trajectory or above at current data collection point in KS4 (year 10). Compared to previous	All produced and currently used in lessons.

			years, this is a much improved picture in comparison where students are on track to meet or exceed their target grades at the next assessment point.	
Bespoke Interventions to support mental health in order to access the full curriculum and to close learning gaps.	2200	Field of dreams		
Purchase of English Mastery to support Literacy development and improve writing levels at KS3 NMM level of Year 7 students was 9Y and 9 months in October 2020 (National average 10Y 1 month)	£1350, £1.87 per student in KS3 (based on 240 students per year group)	Writing levels increase by 10 months by April 2021 and the next NMM assessment. (6 months plus 4 month deficit compared to the national.) Increased level from Dec 20 to April 20 progress checks for Year 8 and 9 due to improved literacy levels.	Year 7 and 8 are currently making better progress than previous year which we anticipate is due to English mastery. In Year 7, the vast majority of EHCP students are making expected progress. In year 8, the large majority of Lower Prior Attaining students are making expected progress with no remarkable difference between disadvantaged and non-disadvantaged.	Ongoing activity
Purchase of Language Gym	180	Language vocabulary improvement in all KS3 and KS4 languages. Increased level of attainment in writing and reading assessments.	Through the use of games, vocabulary is reinforced with more complex structures than other websites and promotes independent writing skills via the use of sentence builders. Student Voice suggests the vast majority of students state it "helps me revise easily" and it "tests your memory while playing games at the same time, which is fun and entertaining". Students have engaged well with this resource as a result we are starting to see gaps closing in vocabulary which should	Ongoing activity. No measurable impact other than student and staff voice, which is all positive.

			be demonstrated in the July Assessment point.	
Purchase of PIXL to support a variety of strategies used to support in class and out of class academic mentoring and targeted academic gaps.	£3600	Ready made packages of support at all levels, including intervention, CPD, Character Stretch, SMSC and many more	Staff log ins sent with HOF's given suggested areas of focus	PIXL to appear more on faculty agenda, with a focus on DTTR and PLC. Linked to know more, do more remember more
IACHIEVE Licence- 2 year licence to deliver bespoke KS3 programmes- health, fitness, and KS4 curriculum courses.	2034.00	To be able to deliver a bespoke KS3 programme to support students to refocus and reset their expectations. To deliver KS4 qualifications that support individualised career aspirations whilst creating intervention by switching students from academic qualifications to a more appropriate technical and vocational route.	Students who have accessed this resource in KS3 have stated they find it engaging and has allowed them to reset their expectations of their own success. For KS4, 5 students have opted for this pathway for the bespoke plan enabling attendance to remain strong and engagement too.	7 students in KS4 currently on i-achieve and making good progress. Year 11 students currently in isolation.
Year 8 Brilliant Club Ks4 Brilliant Club	2100.00 2100.00	he Scholars Programme provides pupils with university experiences including trips to a University and PHD for support. Students develop critical thinking and metacognition and graduates are 2x as likely to progress to highly selective universities (UCAS 19). Impact reports showcase progress towards national education gets.		of the 14 students, 13 finished the course. Awaiting results from the Brilliant club. JMS noted greater buy in from girls. Next step, can we run in house/ LG bespoke programme for HPA? see Pixl stretch and SKI to speak to LKA over G and T model. HPA Coordinator? or sit with PALS
Metacognition revision Packs	500.00	Resources for KS4 students revision and intervention...	Arrived over summer- develop metacognition, self regulation and effective revision activities.	Revision materials are ready to go out to tutors as part of designated tutor activity

Purchase of GCSE VESPA Mindset programme for Year 11	1350	Every student to have access to support on revision, motivation and organisation.	Arrived over summer	To integrate with tutor programme sessions Character and Study cross over.
GCSE Maths OCR workbooks, Revision resources and online provision	140.00	Secure progress of KS4 Maths for all KS4 students through key revision and knowledge retrieval.	Arrived over summer	In place and in use. Link to know more, do more remember more.

95,605

Review- March 2021 June 2021
13551

Identify NTP activity