











COVID Recovery: Evaluation – September 2021






TOTAL RECEIVED: £54,800

TOTAL SPEND: £40,283.10





SIP Priority 2: To provide targeted academic support to ensure learning recovery for our students, including those with SEND and the most disadvantaged.			
Strategy and outline	Intended outcomes	Value for money	Impact
YEAR 11			
Bespoke Year 11 Tutorial time: Over the year all students will have dedicated time with the Leaders for Maths, English, Humanities and Science. These sessions will be run in small targeted groups and will focus on the knowledge and skills needed by that group.	To refocus students on core subjects and assess gaps in knowledge and skills. To provide greater structure to revision and provide opportunities and time for students to practise and develop skills in a smaller safe environment.	 COST: @£100 per student TOTAL: £15,000	%4+ Basics 78% (FFT 20 71%) %5+ Basics 53% (FFT 20 46%) EBacc average point score 4.10
Year 11 Support Sessions: Focus on English and Maths. Some sessions taught by an English and Maths teacher and work set up for other sessions. Time also available to catch up on coursework and knowledge in other subject areas	To reduce the pressure on some students who have found engagement during lock-down hard and who would benefit from focusing on improving their English and maths grades. To support students whose home circumstances make it difficult to work with completing coursework to a high standard.	 COST: £109 per student TOTAL: £1,800	%4+ Basics 78% (FFT 20 71%) %5+ Basics 53% (FFT 20 46%) Specific case studies to show student level outcomes – which shows increases in attendance, confidence, and good outcomes for some students who were part of these sessions.
Science Academic Mentor	Support being given to 7 students needing intensive work prior to their TATs.	 COST: £671	The 7 students completed all the TATs and 6 out of seven achieved their target grade.
Post-Easter targeted intervention day	All students attended sessions targeted at subjects they needed extra support in.	 COST: NO additional costs incurred	%4+ Basics 78% (FFT 20 71%) %5+ Basics 53% (FFT 20 46%) EBacc average point score 4.10







			Attainment 8 4.94 (FFT 20 4.90)
YEAR 7			
PRIOR TO 2nd LOCKDOWN: Small group literacy support sessions: These sessions focused on specific areas of need, group sizes were between 1 and 3 and lasted (generally) for a 6-week period with a low stakes' assessment at the beginning and end of each group of sessions.	To help students gain the age-related skills needed to access the curriculum in all subjects. The small groups provide a safe space for students and will allow opportunities for metacognitive modelling and practice.	  COST: £67 per student TOTAL: £1,876	<p>A total of 28 students were targeted for this intervention. Attendance at sessions was strong, however two members of staff had to self-isolate during this time and one member of staff was away due to other illness. Another impact was that, these sessions did mean removing students from their normal lessons.</p> <p>Due to the second lock-down, and staff absence, only three groups could be re-tested. Of these 8 students, all made gains in reading above the chronological gains. The average gain was 1.2 yrs on their reading ages, with the lowest making 0.5 yrs gain and the highest 2.4yrs.</p> <p>MEDIUM IMPACT due to the inability to re-test all students.</p>
Small group numeracy support sessions: These sessions focused on specific areas of need, group sizes were between 1 and 3 and lasted (generally) for a 6-week period with a low stakes' assessment at the beginning and end of each of these sessions.	To ensure students gain age-related numeracy skills, which can be transferred across other subjects. To provide a safe space to develop their skills and confidence.	  COST: £58 per student	Due to limited access to maths staffing, only 6 students were enrolled on this intervention. Attendance at these sessions was strong, however staff absence again
















		TOTAL: £877	<p>had an impact. As with the Literacy intervention, students were withdrawn from lessons. It was not possible to retest these students due to the second lock-down.</p> <p>LOW IMPACT due to the inability to retest.</p>
<p>POST SECOND LOCKDOWN: The decision was taken not to remove students from lessons, to avoid them missing more knowledge. Teachers were deployed to either support with literacy sessions where able and to complete cover, if they were unavailable.</p>			
Literacy support: Intensive Lexia (5 sessions a week)	For students to improve their comprehension, grammar and vocabulary skills. Due to the limited nature of the course, the target is for students to gain at least 6 months' progress and impact will be measured on a five-point scale once the programme is complete.	 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <p>Cost paid from SEN Delegated budget</p>	<p>15 students with a standardised score between below 70 and 84 are enrolled on the program, supported by a member of the SEND Team and a Kickstart worker.</p> <p>Results showed mixed outcomes. Some students made significant gains (in one case more than 2 years improvement) however some students made no gains and, in some cases, seemed to regress. Please see report co-authored with J Mitchell for findings and recommendations moving forward.</p>
Literacy support: Lexia (3 sessions a week)	For students to improve their comprehension, grammar and vocabulary skills. Due to the limited nature of the course, the target is for students to gain at least 6 months' progress and impact will be	 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <p>Cost: £47.27 per student</p> <p>TOTAL: £1,042.20</p>	<p>22 students with a standardised score between 85 and 94 are enrolled on the program, supported by the school librarian.</p>



	measured on a five-point scale once the programme is complete.		Please see report co-authored with J Mitchell for findings and recommendations.
Reading support: Sixth Form Paired Readers	To support less confident readers and provide practice for the to read aloud in a non-threatening environment.	     Cost: £200 as rewards	12 students are supported in 1:1 reading sessions held during registration time. All Sixth Formers have been trained in peer-reading skills and strategies and provided a 'guide' book to support them/ Attendance at these sessions has been very good and Y7 students are enjoying their work with the Sixth Formers. All students have completed their books and have showed an increased confidence in reading and comprehension.




YEAR 8

PRIOR TO 2nd LOCKDOWN: Small group literacy support sessions: These sessions focused on specific areas of need, group sizes were between 1 and 3 and lasted (generally) for a 6-week period with a low stakes' assessment at the beginning and end of each group of sessions.	To help students gain the age-related skills needed to access the curriculum in all subjects. The small groups provide a safe space for students and will allow opportunities for metacognitive modelling and practice.	    COST: £71 per student TOTAL: £2,272	A total of 32 students were targeted for this intervention. Attendance at sessions was strong, however two members of staff had to self-isolate during this time and one member of staff was away due to other illness. Another impact was that, these sessions did mean removing students from their normal lessons. Due to the second lock-down, and staff absence, it
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			<p>was not possible to re-test these students.</p> <p>MEDIUM IMPACT due to the inability to re-test all students.</p>
POST Second Lockdown			
Literacy support: Intensive Lexia (5 sessions a week)	For students to improve their comprehension, grammar and vocabulary skills. Due to the limited nature of the course, the target is for students to gain at least 6 months' progress and impact will be measured on a five-point scale once the programme is complete.	  <p>COST: Paid for from SEND Delegated budget</p>	<p>19 students with a standardised score between below 70 and 84 are enrolled on the program, supported by a member of the SEND Team and a Kickstart worker.</p> <p>See report co-authored with J Mitchell for findings and recommendations.</p>
Literacy support: Lexia (3 sessions a week)	For students to improve their comprehension, grammar and vocabulary skills. Due to the limited nature of the course, the target is for students to gain at least 6 months' progress and impact will be measured on a five-point scale once the programme is complete.	  <p>Cost: £47.42 per student</p> <p>TOTAL: £1,360.40</p>	<p>29 students with a standardised score between 85 and 94 are enrolled on the program, supported by the school librarian.</p> <p>See report co-authored with J Mitchell for findings and recommendations.</p>
YEAR 9			
Literacy support: Intensive Lexia (5 sessions a week during PM registration)	For students to improve their comprehension, grammar and vocabulary skills. Due to the limited nature of the course, the target is for students to gain at least 6 months' progress and impact will be measured on a five-point scale once the programme is complete.	  <p>Cost: Paid for from SEND Delegated budget</p>	<p>22 students with a standardised score between below 70 and 84 are enrolled on the program, supported by a member of the SEND Team and a Kickstart worker.</p> <p>See report as above.</p>


<p>Literacy support: Lexia (3 sessions a week before school)</p>	<p>For students to improve their comprehension, grammar and vocabulary skills. Due to the limited nature of the course, the target is for students to gain at least 6 months' progress and impact will be measured on a five-point scale once the programme is complete.</p>	<p>      </p> <p>Cost: £62 per student</p> <p>TOTAL: £1,554</p>	<p>20 students with a standardised score between 85 and 94 are enrolled on the program supported by a teacher. Attendance at these sessions has not been strong for several reasons. (Lack of parental buy-in, students needing to drop younger siblings before coming to school, self-isolation of students, mock exams) Only 9 students have attended these sessions regularly.</p> <p>Students will be retested in July to evaluate their progress.</p> <p>Evaluation: If it had been possible it would have been better for these students to attend sessions during the school day.</p>
<p>Teach First Academic Mentor: The Academic Mentor was appointed and started post second lockdown. Her focus area has been science</p>	<p>To develop skills and knowledge and address gaps within their core subject.</p>	<p>      </p> <p>Cost: £671.50</p>	<p>This has been very positive as our mentor has now joined the Teach First teaching programme and will be joining us as a Chemistry teacher next year.</p>
<p>Passport to Success programme: English, maths and science.</p>	<p>To consolidate and revise key knowledge and skills prior to starting GCSE courses.</p>	<p>      </p> <p>Cost: £6 per student</p> <p>TOTAL: £360</p>	<p>60 students who have lower ATL scores have been placed on this programme, which incorporates English, maths and science work to be completed in homework clubs and at home. This is</p>

			<p>being monitored by the YAC and AP.</p> <p>Most students who engaged showed an improvement in ATL scores for English, maths and science, however, several students did not engage fully over the six weeks, for a variety of reasons. This type of course will need greater parental involvement and engagement to ensure its success if it is run in the future.</p>
KS3			
Increased tutor time for some year groups and placement in the day to ensure the majority of students are present for this key time.	To provide time and space to discuss issues, worries and concern. To offer mental health and wellbeing support and to develop a sense of community and belonging. To provide more time to rebuild relationships and friendships.	No cost – from original staffing	Students have returned focused and able to discuss issues and concerns with tutors.
Spellzone: All subject specific words for KS3 subjects have been added to the app. Students practise and test themselves and are involved in individual, tutor and year competitions.	To develop spelling and vocabulary. To promote community and a sense of belonging. Parental involvement will help promote partnership working.	 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <p>Cost: @£1.50 per student at KS3</p> <p>TOTAL: £399</p>	<p>This has been purchased. Teachers have received online training and it has been launched to Years 7-9.</p> <p>See K Harris for detail on engagement and impact.</p>
YEAR 10			
Year 10 English support: These sessions will be held after school and are being run by two English teachers and the AYAC, who has an English teaching background.	To develop writing skills and address knowledge gaps for Literature texts.	 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <p>COST: @£600</p>	40 students are receiving support for English Language skills in after-school sessions.

			These are delivered by English teachers.
Science Academic Mentor	26 students, split into small groups of @5, are receiving weekly revision sessions during tutor time with our Teach First Academic Mentor.	 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> COST: See above	Of the 26 students, 20 students attended all the sessions and their progress data shows 17 of these achieved their target grade. Impact was reduced as our Academic Mentor left early in order to train to be a teacher with the Teach First programme.
Maths intervention	Maths revision sessions are being held weekly for higher and foundation students. This is an open session, though targeted for some students.	 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Cost: @£600	Attendance was excellent and students engaged well with these sessions.
Science in-class support	The Teach First Academic Mentor is supporting in a lower ability science set to support those needing extra-support.	 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> COST: See above	Several sessions were not completed due to students self-isolating and/or working from home. It is not possible to assess the impact of this work.

GENERAL

Strategy and outline	Purpose	Cost	
Year support team	To promote a sense of belonging and community, and to create a holistic support structure within year group bubbles. To promote positive behaviour for learning and help students with the smooth transition back to school	No cost – from original staffing	The zones are operating well and behaviour has been good across all year zones. The AYAC role has ensured the smooth transition of students back into school and provided strong school-home communication.

Increased tutor time for some year groups and placement in the day to ensure the majority of students are present for this key time.	To provide time and space to discuss issues, worries and concern. To offer mental health and wellbeing support and to develop a sense of community and belonging. To provide more time to rebuild relationships and friendships.	No cost – from additional staffing	Students have returned focused and able to discuss issues and concerns with tutors. From April, some KS3 students used this time to focus on literacy development using Lexia. These students were identified using the CATs results and the Reading Test results.
Staff training: Mental Health First Aiders; Trauma awareness	To provide staff with the awareness to recognise students who may be suffering trauma following lockdown. To offer students a space and known people to discuss their worries with. To provide information to students and parents about mental health support and strategies available.	 COST: £1,000	Staff feel more confident about identifying and supporting students on their return to school.
COVID-19 Recovery Coordinator	To organise and coordinate staffing and identification of students and interventions.	@£10,000 (to be confirmed)	This role has now come to an end and interventions will be coordinated by AYACs moving forward.

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