

Recovery Premium Strategy Plan

Summary information			
School	Shenley Academy		
Academic Year	2021-22	Total budget	£86,275
Total number of pupils	871 (Autumn 2021)	Date for next internal review of this strategy	JAN 2022

1. Barriers to future attainment & progress due to COVID-19	
In-school barriers (<i>issues to be addressed in school</i>)	
A.	Number of gaps in student knowledge retention and skills. (Baseline data sept 2020)
B.	Literacy across the school
C.	Numeracy skills are below average

2. Outcomes		
	Desired outcomes	How they will be measured
A.	Knowledge retention improved with an increase in assessment outcomes	Synoptic tests: termly
B.	A raise in reading ages towards chronological age	GL reading tests termly. Trust reading strategy.

C.	Numeracy skills to be in line with national average	GL numeracy assessments termly. Synoptics tests.
D.	To provide targeted support for students struggling with academic and SEMH difficulties post lockdown and in ongoing education	Improved attendance, engagement and achievement. Reduction in logs and periods in isolation.

3. Planned expenditure - Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Review Date	Costing	Review Comments (Jan 2022)
Quality of teaching for NQT's raised towards Mastery	ECT Twilight sessions Bespoke twilight sessions for ECTs and offering subject specific training.	This is due ECT's missing their second placements due to COVID These sessions will be based around key focuses for each ECT. The Key focuses will be derived from the feedback from observations and learning walks.	Quality assurance of the sessions will take place and monitoring of ECTs to ensure impact of training. CPD of ECT's will be audited by Senior SLT to ensure quality practice	SIR	January 2022	£1000	
Improve the quality of teaching and learning across the school increasing the number of teachers moving towards Mastery. Staff understanding of the latest pedagogical developments will be improved.	Key leader online website for CPD SLT to be given access to the 'KEY' portal, allowing all staff to access the latest research on pedagogy.	Improving the quality of teaching and learning across the school is a key priority. Key provides up to date documents which follow the current changes in education.	All SLT staff will be given training on using the 'KEY' portal and staff directed to view certain document to improve their quality of teaching.	JAB/SRI	January 2022	£1075	
Total budgeted cost							£2,075

4. Planned expenditure - Curriculum

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Review Date	Costing	Review Comments (Jan 2022)
Knowledge retention increased across all subjects. Students are able to do constructive revision using the guides. Guides can also be used to support knowledge gap due to Covid.	Year 10-11 revision guides – all subjects Purchase of revision guides for all students to support Knowledge retention. Each subject area is identified an appropriate guide suitable for their subject.	Based on Baseline data we have identify significant gaps in knowledge. CGP books are a useful revision tool to support the closing of knowledge gaps.	Overseen by SLT, ensure students know how to use the revision guides effectively. Launched by AHP for year 11. Home learning will be linked to using these guides.	BEM/ RPE	January 2022	£2000	
Maths outcome to increase to help support students make better progress. Number of students who are classed as very low reduced by 50%	CGP Targeted workbooks Maths (7-9) CGP Catch up books for Maths.	Based on GL assessments we have 26 students who are classed as very low in Maths. CGP guides have proven to be student friendly and engage students to complete work.	CGP catch up books to be used in intervention sessions led by OWF. Impact to be measured through collected data measuring the start and end points of each reviewed topic.	DAS / MAT	January 2022	In above spend	
Students are able to programme simple and complex codes to ensure that the robot completes their task Getting more PP and females interested in coding	LEGO league Building and programming through LEGO	To improve the attendance of girls and PP students to extra curricular activities. For them to have another outlet where they are inspired to try programming and coding	Students have access to the programming software Students feel safe and confident in their ability within a safe space	HEP	January 2022	£150	
Total budgeted cost						£2,150	

5. Planned expenditure – Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Review Date	Costs	Review Comments (January 2022)
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<p>Numeracy Skills increased based on GL assessment outcomes. Reduction of 50% or more students been classed as below average.</p>	<p>Maths Tutoring - 8 and 9 (after school only)</p> <p>Tutoring programme to support the developing of numeracy skills for years 7-9 in conjunction with targeted workbooks. This programme will focus on the lowest attaining 26 students as a focused programme. The programme will focus on core numeracy skills needed to help support success throughout KS3 and then 4.</p>	<p>TBC post GL assessments (taking place Sept)</p>	<p>MAT / DAS to ensure content is suitable and will develop numeracy skills</p>	<p>MAT / DAS</p>	<p>January 2022</p>	<p>40 x sessions x £25 per/hour = £1000</p>	
<p>MFL outcomes increase on previous year</p>	<p>MFL academic tutor (MAB)</p> <p>Year 10 mentoring programme for MFL students with academic mentor. This will be 1 hour additional tutoring per week to support outcomes</p>	<p>MFL outcomes are below national average and are a focus area for the Academy</p>	<p>Tutoring programme to be monitored and vetted to ensure a quality provision for all students.</p>	<p>ZBE</p>	<p>January 2022</p>	<p>£5,334</p>	
<p>To improve academic attainment in English and Maths</p>	<p>Saturday school</p> <p>Saturday school for Maths and English</p> <p>Autumn term 2</p>	<p>A programme of Saturday school sessions with a particular focus on English and Maths</p>	<p>Standardised work from the curriculum is to be delivered. Assessments used to measure impact.</p>	<p>ESM</p>	<p>January 2022</p>	<p>2 staff per Saturday 6 sessions £25 per hour = £150</p>	
<p>A 2 year increase in reading ages for a core group of students.</p>	<p>Reading group after school staff hours (REC/CHJ and CMC) – year 7-9</p> <p>Mentoring to work on improving literacy across the school. With a focus on improving the reading</p>	<p>An academic mentor gives additional capacity to focus on a core group of students with low reading ages and improve literacy helping them access the curriculum.</p>	<p>Academic mentor to receive coaching on delivering the improving literacy programme in school. Programme will be led by MST QA by SLT.</p>	<p>MST</p>	<p>January 2022</p>	<p>40 session x £25 = £1000</p>	

	ability of a core group of students.	The selection of students will be the lowest 20% of readers in each year group only. The students will continue to be pupil premium students rather than all of those in the 20% category in order to broaden their cultural capital via diverse text choices.					
Close the knowledge gap between KS2 – KS3 literacy and numeracy	Primary transition tutoring x 1.5 – yr 7-10 Targeted intervention for those consistently underperforming with SEND needs.	Baseline data, pyramid of need analysis and reading age data indicates that there is a knowledge gap.	Use of QA'd year 7 curriculum (from school). Maximum of three students per group if out of lesson. Teachers are to support the learning in the lesson where possible to ensure students maintain knowledge and resilience.	ADR/LAJ	January 2022	£37,420	
Targeting students who have shown high levels of SEMH difficulties	Malachi SEMH therapy	Targeted support for students whose needs need specialist intervention to aid them returning back into fulltime education.	Recognised therapeutic resources across the midlands. SENCO has had previous experience with working with them. The sessions are logged via a virtual platform that LAJ/SBE can access.	BEP	January 2022	£9,600 per year	
Total budgeted cost						£54,504	

6. Planned expenditure - Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Review Date	Costing	Review Comments (January 2022)
Reading and numeracy skills to measure an increase in progress across all subjects.	GL assessment credits – year 7 (CAT 4, PTE, PTM, NGST (spelling), NGRT (reading)) GL assessments for Reading and Numeracy	A need to monitor the progress of reading ages/ numeracy skills to ensure targeted intervention where needed and ensure the intervention programme is having an impact.	Planned assessment periods with use of ICT rooms.	PAW	January 2022	£2,800	
Improve student concentration in lessons by increasing engagement at lunchtimes.	Board games for year 7 and 8 Purchasing of games to improve engagement at lunchtimes.	To improve engagement and behaviour to facilitate the seated dining experience. This is to embed a calm and focused learning environment when returning to lessons.	Overseen by PSM's and SLT with targeted pupils to engage.	JHB PSM's	April 21	£300	
Targeted TIA intervention	TIA intervention staffing To target key students following evidence of progress gaps in pupils	Allocated to TIA Staffing. To give academic and SEMH support to targeted SEND students.	TIA allocation will be reviewed in accordance with achievement data, learner passport review needs and SEND subject actions	ADR/LAJ	January 2022	£14,856	
Total budgeted cost						£17,956	
Total Plan cost						£76,687	
Grand total budgeted cost						£86,275	