

<b>Objective 1 of C.S &amp; A.F</b> To mitigate the lost learning of the past by understanding the impact of summer 2020 and putting in place rapid interventions to fix this though gap analysis and quality first teaching.						
EEF+ Focus	Actions	Staff Lead / Budget	Monitor (Who and When)	Success Milestones		
				Term1	Term 2	Term 3
Teaching	<b>High-quality teaching for all</b> Programme of staff training during the summer term, supported by September training day and ongoing bespoke CPD during the year, on high impact EEF informed teaching strategies to mitigate against lost learning time.	DAN No cost.	DAN September 2020 and ongoing	All staff have participated in CPD – resumption of high-quality education across school	Whole school and faculty QA – strategies in evidence and having an impact on the QoE.	Whole school and faculty QA – strategies in evidence and having an impact on the QoE.
	<b>Feedback strategies</b> Development of the use of active verbal feedback strategies, scaffolding and modelling, via the use of visualisers, to ensure students receive high quality feedback.	DAN £500 to replace and upgrade visualisers.	DAN September 2020 and ongoing	Visualisers in every classroom & CPD complete. Embedding practice.	Widespread use of visualisers, evidenced by 80% coverage during faculty QA and 360.	Widespread use of visualisers, evidenced by 90% coverage during faculty QA and 360.
	<b>Early careers support</b> Enhanced NQT and RQT support programme and bespoke mentor training to ensure NQT and RQTs (13% of teachers) receive extra support to deliver high quality education.	EHA £1000	DAN September 2020 term and ongoing	NQT reading materials supplied and mentor training in place	Observation programme in place. 100% of NQTs successfully complete NQT year and progress to RQT.	Observation programme in place. 100% of NQTs successfully complete NQT year and progress to RQT.
	<b>Inclusion – Quality First Teaching</b> Inclusion CPD programme and TA training to focus on quality first teaching strategies and interventions to ensure SEND students' needs are specifically catered for and the impact of lost learning time is mitigated	EHA & KWI £500 CPD funding	DAN September 2020 then ongoing	CPD programme launched, TA evaluation completed	Quality first teaching strategies in evidence and having an impact on student learning and progress in at least 80% of QA and Faculty 360 observations.	Quality first teaching strategies in evidence and having an impact on student learning and progress in at least 90% of QA and Faculty 360 observations.

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	<b>High-quality resources</b> Purchase of high-quality published study guides, workbooks and resource packs to <b>complement online remote learning</b> for Y10 and Y12 during the spring and summer term (continue to be used as courses continue in 2020-21)	DAN £15,000 for resources	SMG September 2020	All students in year 11 and 13 equipped with high quality, exam board approved study guides for all subjects	All students in year 11 and 13 equipped with high quality, exam board approved study guides for all subjects	All students in year 11 and 13 equipped with high quality, exam board approved study guides for all subjects
	<b>Effective diagnostic assessment</b> Baseline assessment in maths, reading and writing to accurately assess starting points for all students in Y7	HMI £200 for testing materials	DAN October 2020	Assessments complete in half-term 1. Assessments allow students to be set appropriately and teachers to have an accurate understanding of the baseline. GCSE targets set, based on baseline data.	Numeracy and Literacy intervention plans in place for the 50% of students most in need of support, based on assessment outcomes. Bespoke plans in place which are having an impact on student progress.	Numeracy and Literacy intervention plans in place for the 50% of students who require less intense support, based on assessment outcomes. Bespoke plans in place which are having an impact on student progress. By July all students requiring intervention will have received it.
	<b>Continuity of Education</b> Appointment and training of an additional cover supervisor to ensure continuity of teaching quality for priority groups.	SMG £14,000	SMG September 2020	Appointment of additional cover supervisor	Continuity of teaching practice for priority classes (year 10 and 11)	Continuity of teaching practice for priority classes (year 10 and 11)
Targeted Academic Support	<b>Intervention and support</b> Impact and Actions and the Quad cycles are re-established for Y11 and Y13 to ensure data is used actively to identify students requiring targeted and appropriate academic intervention.	DAN & JPA No cost	DAN & JPA November 2020	Post-DC cycle in place with bespoke intervention and support in place for students based on individual need. See Impact and Actions and Quad strategy documents for further detail.	Post-DC cycle in place with bespoke intervention and support in place for students based on individual need. See Impact and Actions and Quad strategy documents for further detail.	Post-DC cycle in place with bespoke intervention and support in place for students based on individual need. See Impact and Actions and Quad strategy documents for further detail.
	<b>Reading intervention</b>	EHA	EHA	Staff training complete and programme in place for	Second cohort of students. All students to have improved reading	Third cohort of students. All students to have improved reading age by

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	Reciprocal Reading intervention plan Year 7 & 8 with RA of 9 and below to enable them to access the full curriculum.	£200 towards materials and staff training	Sept - October 2020	first cohort of students. All students to have improved reading age by one year by the end of term 1.	age by one year by the end of term 2.	one year by the end of term 3.
	<b>Numeracy Intervention</b> Small group and one-to-one maths intervention plan for Year 7 & 8 to fill skills gaps and enable them to access the full curriculum.	EHA £200 towards materials and staff training	EHA Sept - October 2020	Staff training complete and programme in place for first cohort of students. All students to have improved from baseline in key numeracy skills by the end of term 1.	Second cohort of students. All students to have improved from baseline in key numeracy skills by the end of term 2.	Third cohort of students. All students to have improved reading age by one year by the end of term 3.
	<b>EAL Intervention</b> JET programme of EAL intervention to enable students to fully access the full curriculum.	EHA £200 towards materials and staff training	EHA Sept-Oct 2020	Students enrolled (rolling basis, depending on need) and following JET1, 2 or 3 pathways. Progress evidenced via baseline and DC assessments. Reintegration to main curriculum after JET 2 / 3 achieved.	Students enrolled (rolling basis, depending on need) and following JET1, 2 or 3 pathways. Progress evidenced via baseline and DC assessments. Reintegration to main curriculum after JET 2 / 3 achieved.	Students enrolled (rolling basis, depending on need) and following JET1, 2 or 3 pathways. Progress evidenced via baseline and DC assessments. Reintegration to main curriculum after JET 2 / 3 achieved.
Wider Strategies	<b>Personal Development</b> High quality personal development programme developed and implemented in tutor time and assemblies, to support student wellbeing.	JPA & JKE No cost	JPA September 2020	Programme developed and being implemented consistently as evidenced by QA. CPD for staff.	Programme further developed and being implemented consistently as evidenced by QA. CPD for staff.	Programme further developed and being implemented consistently as evidenced by QA. CPD for staff.
Any other Strategies	<b>High-quality teaching for all</b> Post-16 Teaching – build capacity to provide high-quality teaching, dedicated curriculum time, intervention and resources for students who did not achieve grade 4 in English and / or maths at GCSE in 2020.	SMG £15,000 towards cost of staffing English and maths re-sit classes	SMG September 2020	Timetabled lessons in place, all students being fully supported to achieve grade 4.	Review of provision after Jan results. Students grading 3 or below to continue study. Appropriate entries for entry level / GCSE.	Provision for students to continue until summer exams. For GCSE - 60% to achieve grade GCSE 4 or above, 100% to improve their grade. For entry level and Functional Skills, 100% pass rate.

Objective 2 of C.S & A.F						
Ensuring schools are delivering routine, high quality, and broad and balanced curriculums for all students by summer 2021.						
EEF+ Focus	Actions	Staff Lead / Budget	Monitor (Who and When)	Success Milestones		
				Term1	Term 2	Term 3
Teaching	<b>Whole school curriculum</b> Curriculum review in the summer term 2020 to ensure all subjects and teachers are ready to resume teaching an adapted curriculum. Curriculum review at the end of each term to ensure essential skills and knowledge have been covered and the curriculum in subject areas has fully returned to normal.	DAN & HMI No cost	DAN July 2020 and termly throughout 2020-21	Termly review	Termly review	End of year review. Resumption of full curriculum
	<b>Specialist subject curriculum</b> Guidance for specialist subjects adhered to. Risk assessment of specialist teaching spaces to ensure teachers are supported to deliver the full subject curriculum.	DAN & MHI No cost	DAN & MHI September	Teaching of specialist subjects underway	Termly review and further adaption based on review.	Termly review and further adaption based on review.
Wider Strategies	<b>Inclusion</b> Creation of Nurture 'bubble' to ensure SEND students unable to access the full curriculum receive a high-quality alternative with their needs met by specialist teachers following an adapted curriculum plan.	EHA & KWI No cost	DAN September 2020	Identified SEND students accessing an adapted curriculum	Identified SEND students accessing an adapted curriculum	Identified SEND students accessing an adapted curriculum



### Objective 3 of C.S & A.F

Ensuring that the curriculum being delivered in school is also able to be delivered as robustly and consistently for any child, class or school facing a national or local lockdown

EEF+ Focus	Actions	Staff Lead / Budget	Monitor (Who and When)	Success Milestones		
				Term1	Term 2	Term 3
Teaching	<b>Supporting remote learning – technologies</b> Programme of CPD for teachers to ensure consistent and highly effective use of online platforms (365) to support students working remotely	DAN No cost	DAN September and ongoing	CPD programme in place, all staff trained and able to deliver online learning	CPD programme in place, all staff trained and able to deliver online learning	CPD programme in place, all staff trained and able to deliver online learning
	<b>Supporting remote learning – pedagogy</b> Programme of CPD for teachers on remote pedagogy, research evidenced EEF strategies to support high-quality remote learning at all key stages	DAN No cost	DAN September and ongoing	CPD programme in place, all staff trained and able to deliver online learning	CPD programme in place, all staff trained and able to deliver online learning	CPD programme in place, all staff trained and able to deliver online learning
	<b>Supporting remote learning – high-quality materials</b> Purchase of high-quality published study guides, workbooks and resource packs to complement online remote learning and ensure continuation of the curriculum for exam classes when working remotely	DAN £30,000	DAN September	Resources ordered and distributed, support for students working remotely.	Review of provision to ensure all subjects are adequately catered for. Staff and student voice to evaluate engagement with and use of resources and best practice in usage to support remote learning. Feedback shared and used to establish model of best practice.	As exams approach, continue to ensure students are using the resources to support their final preparations. Students who have self-isolated will be more secure in their learning having used published exam board approved resources, which will impact positively on results.

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	<b>Review and evaluation</b> Review of impact of approach to remote learning via student voice when self-isolating groups return to school to ensure most effective strategies are being deployed. Review approach as necessary	DAN No cost	DAN September and ongoing	Student voice evaluations and adaptations to approach as required	Student voice evaluations and adaptations to approach as required	Student voice evaluations and adaptations to approach as required
Targeted Academic Support	<b>Supporting remote learning – technologies</b> Programme of student training on 365 via tutor time to ensure all students can access and use online learning	JPA No cost	JPA September and ongoing	Training in place, all students confident 365 users	Training in place, all students confident 365 users	Training in place, all students confident 365 users
	<b>Equality of provision</b> Identification of students (disadvantaged or non-disadvantaged) unable to access learning remotely, provision of suitable devices to remove barriers to learning.	JPA & DAN £12,000 for devices	JPA & DAN September and ongoing	All students have access to an appropriate device, 100% of students accessing and engaging with remote learning while self-isolating.	All students have access to an appropriate device, 100% of students accessing and engaging with remote learning while self-isolating.	All students have access to an appropriate device, 100% of students accessing and engaging with remote learning while self-isolating.
Wider Strategies	<b>Parental Engagement</b> Engagement strategies to ensure parents are informed and educated on supporting their child when working remotely (Sway communication, guides to 365, phone call one to ones)	JPA No cost	JPA September and ongoing	Parents are able to fully support students working remotely	Parents are able to fully support students working remotely – continue communication strategy and adapt as necessary.	Parents are able to fully support students working remotely - continue communication strategy and adapt as necessary
Transition to long term curriculum	<b>Specialist subject curriculum</b> Additional support (devices, programmes, online platforms and physical resources) for students	DAN £1000 for additional	DAN September and ongoing	All students working remotely have access to	All students working remotely have access to	All students working remotely have access to

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	studying specialist subjects such as music, technology and art when working remotely.	subject specific resources		necessary resources - 100% to engage fully across all areas of the curriculum.	necessary resources - 100% to engage fully across all areas of the curriculum.	necessary resources - 100% to engage fully across all areas of the curriculum.
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