

CURRICULUM RESPONSE AND RECOVERY PLAN

RESPONDING TO THE IMPACT OF COVID-19
AND PROVIDING HIGHLY EFFECTIVE RECOVERY
INITIATIVES TO MEET THE NEEDS OF ALL STUDENTS.

RIVERS' STUDENTS ARE **RESILIENT** AND **RESPECTFUL**
YOUNG PEOPLE, **INDEPENDENTLY** WORKING TO SEIZE AND
CREATE OPPORTUNITIES FOR THEMSELVES AND OTHERS.
THEY ARE AMBITIOUS AND **ASPIRATIONAL**, SET TO CHANGE
THE WORLD FOR THE BETTER.



CATCH UP FUNDING

BACKGROUND TO 2020-21 FUNDING

An extra £650m funding to help pupils catch up on teaching missed during the coronavirus.

The funding is part of a £1bn "massive catch-up operation" for schools. Of the £1bn, £350m will subsidise a nationwide tutoring programme to help pupils most at need.

Our model is based on best practice and evidence of what works and takes account of the work we are already doing in our new vocabulary programme, PP, and Engagement Strategy which all base their strategies firmly in an evidence informed approach; much of which is evaluated and evidenced through the work of the EEF.

TEACHING AND LEARNING COMES FIRST
 BUT WE NEED TO RECOGNISE THAT STUDENTS
 NEED SUPPORT, SOME MORE THAN OTHERS.
 OUR CATCH UP PLAN HAS 5 FOCI.

ACTUAL FUNDING AWARDED YR 7-11: £80,640
ACTUAL FUNDING AWARDED PER STUDENT: £81





TEACHING AND LEARNING COMES FIRST

BUT WE RECOGNISE THAT THESE NEW CHALLENGES DEMAND A DIFFERENT RESPONSE AND APPROACH.

ACADEMY CONTEXT	
Total number of students on roll	1021
Total number of disadvantaged students	203
Total number of new disadvantaged students as of September 2020	36
Total females (disadvantaged)	105
Total males (disadvantaged)	98
Total SEND EHCP and K (SEND EHCP and K disadvantaged)	54
Total EAL (EAL disadvantaged)	1

YEAR GROUP CONTEXT	Y 7	Y 8	Y 9	Y 10	Y 11
Total number of students on roll	186	208	229	200	198
Total number of disadvantaged students	36	37	40	42	48
Total number of new disadvantaged students as of September 2020	19.4	17.8	17.5	21	24
Total females (disadvantaged)	18	21	18	20	28
Total males (disadvantaged)	18	16	22	22	20
Total Most Able (Most Able disadvantaged)	N/A	4	8	7	10
Total MAT (MAT disadvantaged)	N/A	14	21	15	18
Total LAT (LAT disadvantaged)	N/A	18	19	19	21
Total SEND EHCP and K (SEND EHCP and K disadvantaged)	3	14	14	10	13
Total EAL (EAL disadvantaged)	0	0	1	0	0



IMPACT OF SCHOOL CLOSURE

LEARNING AND PROGRESS

High Prior attainment more engaged than Low prior engagement
 Girls more engaged than boys overall
 Disadvantaged pupils 12% behind non-disadvantaged pupils
 Disadvantaged males least engaged
 Disadvantaged Low prior attainers also poor engagement

WHOLE SCHOOL	Number (%) engaged in meaningful learning during school closure	Disadvantaged engaged in meaningful learning during school closure	Non-disadvantaged engaged in meaningful learning during school closure
Total	415 - 50%	62 - 41%	352 - 53%
Females	204 - 52%	41 - 44%	163 - 54%
Males	179 - 42%	18 - 26%	161 - 45%
HPA	182 - 65%	12 - 50%	169 - 66%
MPA	134 - 48%	28 - 44%	105 - 49%
LPA	88 - 36%	18 - 25%	70 - 40%
SEND EHCP	5 - 63%	3 - 100%	2 - 50%
SEND K	53 - 34%	7 - 10%	40 - 44%
EAL	3 - 100%	N/A	3 - 100%



IMPACT OF SCHOOL CLOSURE

SUBJECT LEVEL ACROSS YEAR GROUPS

RED FIGURES REPRESENT NUMBER OF STUDENTS IN YEAR NOT ENGAGED

Current Year 11	Art	Biology	Business Studies	Child Development	Chemistry	Dance & Drama	Drama	Engineering	English	Food	French	Geography	Health & Fitness	History	Health & Social	Maths	Media	Music Perf	Physics	Religious Studies	Science Combined	Statistics	Travel & Tourism
Total Not	4/23	3/48	11/58	1/30	0/48	0/47	2/50	15/73	26/198	0/37	2/20	2/86	14/68	11/86	1/30	44/198	0/69	1/23	3/48	18/104	16/150	0/48	0/18
% Not	17%	6%	19%	3%	0%	0%	4%	21%	13%	0%	10%	2%	21%	13%	3%	22%	0%	4%	6%	18%	11%	0%	0%
% Engaged	83%	94%	81%	97%	100%	100%	96%	79%	87%	100%	90%	98%	79%	87%	97%	78%	100%	96%	94%	82%	89%	100%	100%
Boys Engaged	12/15	21/24	25/30	N/A	24/24	4/4	26/27	46/59	78/97	14/14	9/9	41/41	35/46	35/43	1/1	68/97	44/44	15/16	21/24	37/48	62/73	24/24	6/6
% Boys Engaged	80%	88%	83%	N/A	100%	100%	96%	78%	80%	100%	100%	100%	76%	81%	100%	70%	100%	94%	88%	77%	85%	100%	100%
Girls Engaged	7/8	24/24	22/28	29/30	24/24	43/43	22/23	12/14	94/101	23/23	9/11	43/45	19/22	41/44	28/29	86/101	25/25	7/7	24/24	58/65	72/77	24/24	12/12
% Girls Engaged	88%	20%	79%	93%	100%	100%	96%	86%	93%	100%	82%	96%	86%	93%	97%	85%	100%	100%	100%	89%	94%	100%	100%
PPI Engaged	2/2	3/4	11/12	14/15	4/4	11/11	9/11	8/15	38/47	6/6	1/2	18/19	8/11	18/23	13/14	35/47	12/12	7/8	3/4	11/18	35/43	4/4	8/8
% PPI Engaged	100%	75%	92%	93%	100%	100%	82%	53%	81%	100%	50%	95%	73%	78%	93%	74%	100%	88%	75%	61%	81%	100%	100%

Year 10	Art	Engineering	Food	English	Geog	History	RE	Maths	French	Health & Fitness	Drama	Drama & Dance	Music Perf	Music Tech	Biology	Chemistry	Physics	Combined Sci	Business Studies	Child Development	Health & Social	ICT	Media
Total Not	5	5	0	66	21	2	3	68	7	27	0	0	0	0	1	1	1	16	4	2	2	19	1
% Not	19%	5%	0%	33%	18%	3%	11%	34%	14%	46%	0%	0%	0%	0%	2%	2%	2%	11%	13%	9%	7%	41%	4%

Year 9	Art	English	Geog	History	PE	Maths	French	Health & Fitness	Drama	Music Perf	Combined Sci	ICT
Total Not	0	26	17	12	0	61	34	0	0	1	35	104
% Not	0%	11%	7%	5%	0%	27%	15%	0%	0%	0.50%	15%	46%

Year 8	Art	English	Geog	History	PE	Maths	French	Music Perf	Science	Computer Sci	Drama
Total Not	0	8	0	8	0	7	17	0	3	162	0
% Not	0%	4%	0%	4%	0%	3%	8%	0%	1%	78%	0%



YEAR GROUP BREAKDOWN

YEAR 11	Number (%) engaged	Disadvantaged engaged	Non-disadvantaged engaged
Total	105 (53%)	20 (42.5%)	84 (55%)
Females	65 (63.73)	16 (57%)	49 (66%)
Males	40 (41.2%)	4 (21%)	36 (46%)
HPA	39/62 (63%)	4 (44%)	35 (66%)
MPA	37 (55%)	9 (56%)	28 (55%)
LPA	27 (42%)	7 (35%)	20 (45%)
SEND EHCP	3 (75%)	3 (100%)	0 (100%)
SEND K	12 (38%)	0 (100%)	12 (55%)
EAL	N/A	X	X

YEAR 10	Number (%) engaged	Disadvantaged engaged	Non-disadvantaged engaged
Total	66/199	9/41	57/158
Females	35/91	6/19	29/72
Males	31/108	3/22	28/86
HPA	27/69	0/7	26 /62
MPA	26/71	3/14	22/ 57
LPA	11 /55	3/19	8/36
SEND EHCP	0/3	N/A	0/3
SEND K	5 / 27	1 /10	4/17
EAL	N/A	X	X

YEAR 9	Number (%) engaged	Disadvantaged engaged	Non-disadvantaged engaged
Total	33 / 227	3/40	30 /187
Females	20 /124	2/18	18/106
Males	13 / 103	1 /22	12/81
HPA	15 / 78	1/7	14 /71
MPA	13 / 83	2/17	11/66
LPA	5 / 65	0/16	5 / 49
SEND EHCP	0 /3	0/2	0/1
SEND K	4/ 43	0 /12	4/31
EAL	0/3	0/1	0/2

YEAR 8	Number (%) engaged	Disadvantaged engaged	Non-disadvantaged engaged
Total	31 /208	1/38	49/170
Females	26/93	0/22	26/71
Males	115	1/16	23/99
HPA	34/72	0/4	34/68
MPA	7/67	1/16	6/51
LPA	7/62	0/17	7/45
SEND EHCP	1/4	N/A	1/4
SEND K	3/37	0/13	3/24
EAL	0/3	N/A	0/3



IMPACT OF SCHOOL CLOSURE

STUDENT MENTAL HEALTH AND WELLBEING

Vulnerabilities outside of Academic Recovery to consider:

Vulnerability across academy, for example:	
Bereavement	5
Engagement	5
Family and Relationship Issues	5
Self Harm	5
Suicidal thought	5
Sex and Relationship Concerns	5
Other Safeguarding / Mental Health Vulnerabilities	5

Scale of concern 10 –1 (10 Being the highest)

Returning to school in September is going to provide many challenges and the scale of the issues students will be returning with is as yet unknown. During the lockdown period we have seen two of our families on CIN plans close to social care and a new family being moved on to a CIN plan. We have been attending all social care meetings and are fully aware of the needs and concerns in these cases. Through continued contact with our school nurse we are aware of two domestic incidents that have taken place in the home (one of which has resulted in the children moving home). During lockdown we have referred six of our families to the local council run foodbank provision, so are aware of their ongoing financial difficulties.

All students have been receiving wellbeing calls, with any concerns being followed up by the appropriate member of staff. This process has provided us with an insight into some of the issues students are facing. The most common being feelings of worry over work (getting enough done and not falling behind) and concerns over friendships breaking down. We have been advising students about looking after their wellbeing and mental health as well as concentrating on work, with advice being given about suitable workload and planning a sensible timetable for work. We are anticipating having to do some targeted work, especially with the younger students, where they have lost friendships. While the KS4 students have reported that social media has been a valuable source of contact with friends, our KS3 students have found that they have not always been able to maintain friendships this way and are worried about this when returning to school. Contact with families has also alerted us to some bereavements. The pastoral team all completed the bereavement training provided by Bereavement UK and will employ skills learnt here when dealing with students in September.

Over the period of closure we have run a wellbeing email account and Google classroom. This has allowed students to contact the pastoral team about their anxieties and has provided staff with students to monitor more closely. This has been followed up during lockdown with regular phone meetings, and when we return, we will offer face-to-face support. We have been able to signpost external agency support for those who have needed it and have used our school counsellor for phone appointments. We currently employ the counsellor in school for two days a week, but can increase this in the new academic year if the need is greater.

All students were offered the opportunity of a face-to-face wellbeing meeting with one of our Student Support Advisors. Over seventy students across all year groups took up this opportunity. This has been well received and students have fed back that they found the experience positive. The students who took up this offer were not necessarily known to the pastoral team as needing additional support. These students will now be monitored in September, with a follow up meeting available if needed. The students that were known to us with anxiety have generally coped well. This is due to much of their anxiety being school related, therefore we will need to work closely with them and their families to integrate them successfully in September. We cannot yet be sure whether there is a greater need for mental health and wellbeing support amongst the disadvantaged, but will work closely with SLT lead on this if additional support is needed in this area.

UPDATE

Since returning to school we have faced a number of challenges linked to the wellbeing and safety of our students. This includes a number of high level safeguarding concerns which has resulted in an increase in referrals to social care, the police and other external agencies. We continue to work closely with all external agencies, looking at where additional support is needed and best deployed. Most meetings we hold are virtual, but have been held face to face (following Covid guidance) where needed. It is great to see our most vulnerable students back in school and being able to have that daily contact with them to ensure their needs in school are met. Due to the restrictions in place we are unable to make effective use of our well being space and therefore have developed a wellbeing app that students can use to access support for their mental health and wellbeing, as well as directly message members of the student support team to request further intervention.



ANALYSIS OF LOST TEACHING TIME

MEASURED BY YEAR GROUP AND SUBJECT

YEAR 9	Lost Teaching Time
English	60
Mathematics	60
Science	60
Option 1	45
Option 2	45
Option 3	45
Option 4	30
PSHE	15
Reading	0
PE	15

YEAR 8	Lost Teaching Time
English	75
Mathematics	60
Science	45
Geography	30
History	30
RE	15
Languages	30
ICT	15
PE	30
DANCE	0
DRAMA	15
MUSIC	15
ADT	15
PSHE	15

YEAR 7	Lost Teaching Time
English	75
Mathematics	60
Science	45
Geography	30
History	30
RE	15
Languages	30
ICT	15
PE	30
DANCE	0
DRAMA	5
MUSIC	15
ADT	10
PSHE	15

NEW YEAR 11 STUDENT BY STUDENT SUBJECT ANALYSIS

0.6146436283

ML REFER TO SLT WHEN THEY CANNOT SUPPORT FURTHER. SLT WILL COLOUR PINK AND LEAD STRATEGICALLY WITH ML

SERIOUS CONCERN: REFER TO ML FOR INTERVENTION AND HOME CONTACT

MILD CONCERN: Teacher is liaising with parents via regular contact and student via classroom

STUDENT IS LARGELY UP TO DATE

Full Name	Student Working on Paper	English	My Tutor	Maths	My Tutor	Biology	Chem	Physics	Science	FRENCH	GEOG	HISTORY	CHILD DEV	ENGIN	BUSINESS	FOOD	HEALTH & FITNESS	HEALTH & SOCIAL	ART	TRAVEL & TOURISM	Media	DANCE & DRAMA	DRAMA	MUSIC PERF.	Religious Studies	Statistics
		10o/En2 [GFL]		10o/Ma1 [SST]					10O51/Sc		10A/Gg2 [TCO]				10B/Bs1						100M1/Ms					
	Y	10o/En4 [RBA]	Y	10o/Ma4 [KCL]					10O53/Sc [LHR]			10A/Hi3 [SHA]	10B/Cd1							10C/Tt1 [ABK]	100M1/Ms					
		10o/En1 [TFR]		10o/Ma1 [SST]					10O51/Sc			10A/Hi2 [ISH]			10B/Bs2 [ABK]					10C/Tt1 [ABK]		10ODD/D [MWL]			10o/Rs2 [MMA]	
		10o/En2 [GFL]		10o/Ma1 [SST]					10O51/Sc		10A/Gg1 [ARU]			10B/Eg2 [JKI]			10C/Hf2 [MCL]						10ODR/Dr [KGO]			
		10r/En1 [GFL]		10r/Ma1 [EHY]					10RS1/Sc	10B/Fr1 [FCO]	10A/Gg2 [TCO]						10C/Hf1 [DSA]				10RDD/D [MWL]			10r/Rs2 [JBL]		
		10o/En3 [EBE]		10o/Ma2 [PW1]					10O51/Sc		10A/Gg1 [ARU]		10B/Cd1				10C/Hs1 [SCK]					10ODR/Dr [KGO]			10o/Rs1 [MMA]	
		10o/En3 [EBE]		10o/Ma2 [PW1]					10O51/Sc		10A/Gg1 [ARU]			10C/Eg1 [KLE]	10B/Bs1						100M1/Ms					
		10o/En2 [GFL]		10o/Ma3 [RSW]					10O52/Sc [AMO]		10A/Gg1 [ARU]		10B/Cd1				10C/Hs1 [SCK]					10ODD/D [MWL]			10o/Rs2 [MMA]	
		10r/En1 [GFL]		10r/Ma2 [SST]					10RS1/Sc			10A/Hi1 [RIR]		10B/Eg1 [KLE]					10C/Ar1 [JIN]			10RDD/D [MWL]			10r/Rs2 [JBL]	
		10o/En3 [EBE]		10o/Ma3 [RSW]					10O52/Sc [AMO]		10A/Gg1 [ARU]		10B/Cd1				10C/Hs1 [SCK]					10ODD/D [MWL]			10o/Rs2 [MMA]	
		10r/En1 [GFL]		10r/Ma2 [SST]		10RT1/BI [CHO]	10RT1/Ch [LSP]	10RTS/Ph				10C/Hi1 [SHA]				10B/Fd1 [CHY]							10RDR/Dr [KGO]		10r/Rs2 [JBL]	10RTS/St [SST]
		10o/En3 [EBE]		10o/Ma4 [KCL]					10O53/Sc [LHR]		10A/Gg3 [TDU]			10B/Eg2 [JKI]			10C/Hf2 [MCL]					100M2/Ms [SCA]				
		10o/En3 [EBE]		10o/Ma3 [RSW]					10O52/Sc [AMO]		10A/Hi2 [ISH]			10C/Eg2 [JKI]	10B/Bs2 [ABK]							100M1/Ms				
		10o/En3 [EBE]		10o/Ma4 [KCL]					10O52/Sc [AMO]		10A/Gg1 [ARU]		10B/Cd1			10C/Fd1 [RCO]						100M2/Ms [SCA]			10o/Rs2 [MMA]	
		10o/En2 [GFL]		10o/Ma3 [RSW]					10O52/Sc [AMO]		10A/Gg1 [ARU]				10B/Bs1		10C/Hf1 [DSA]					100M1/Ms			10o/Rs1 [MMA]	
		10o/En1 [TFR]		10o/Ma3 [RSW]					10O51/Sc		10A/Gg2 [TCO]		10B/Cd1	10C/Eg2 [JKI]								100M1/Ms				
	Y	10r/En4 [TFR]		10r/Ma4 [RSW]					10RS3/Sc [AMO]			10A/Hi3 [SHA]					10B/Hf1 [DSA]	10C/Hs1 [SCK]					10RDR/Dr [KGO]			
		10r/En2 [VWE]		10r/Ma2 [SST]					10RS1/Sc		10A/Gg2 [TCO]		10B/Cd1							10C/Ar1 [JIN]		10RDR/Dr [KGO]			10r/Rs2 [JBL]	
		10r/En1 [GFL]		10r/Ma1 [EHY]		10RT1/BI [CHO]	10RT1/Ch [LSP]	10RTS/Ph				10C/Hi1 [SHA]					10B/Hf1 [DSA]					10RDD/D [MWL]			10r/Rs2 [JBL]	10RTS/St [SST]
	Y	10o/En3 [EBE]		10o/Ma3 [RSW]					10O52/Sc [AMO]		10A/Gg3 [TDU]			10B/Eg1 [KLE]			10C/Hf1 [DSA]					100M1/Ms				
		10r/En4 [TFR]		10r/Ma3 [KCL]					10RS2/Sc [HMA]		10A/Gg3 [TDU]			10C/Eg1 [KLE]	10B/Bs1							10RMS/Ms				
		10o/En4 [RBA]		10o/Ma3 [RSW]					10O51/Sc		10A/Gg3 [TDU]			10C/Eg2 [JKI]			10B/Hf1 [DSA]					100M1/Ms				
		10r/En3 [MWR]		10r/Ma4 [RSW]					10RS3/Sc [AMO]		10A/Gg1 [ARU]				10B/Bs2 [ABK]		10C/Hf2 [MCL]					10RMS/Ms			10r/Rs1 [JBL]	
		10o/En1 [TFR]	Y	10o/Ma1 [SST]		10OTS/BI [AMO]	10OT1/Ch [LSP]	10OT1/Ph [CAR]				10C/Hi1 [SHA]		10B/Eg1 [KLE]								100M1/Ms			10o/Rs1 [MMA]	10OT1/St [SST]
		10o/En2 [GFL]		10o/Ma2 [PW1]	Y				10O51/Sc		10A/Hi2 [ISH]			10C/Eg1 [KLE]	10B/Bs1							100M1/Ms			10o/Rs1 [MMA]	
		10r/En2 [VWE]		10r/Ma2 [SST]					10RS1/Sc	10B/Fr1 [FCO]	10A/Gg2 [TCO]			10C/Eg1 [KLE]								10RMS/Ms			10r/Rs1 [JBL]	

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		10o/En1 [TFR]		10o/Ma1 [SST]					10O51/Sc [AMO]			10A/Hi3 [SHA]			10B/Bs1		10C/Hf1 [DSA]					10ODD/D [MWL]			10o/Rs2 [MMA]	
		10o/En2 [GFL]		10o/Ma2 [PW1]					10O52/Sc [AMO]		10A/Gg1 [ARU]				10B/Bs1		10C/Hf1 [DSA]				10O0M1/Ms				10o/Rs1 [MMA]	
		10o/En3 [EBE]		10o/Ma3 [RSW]					10O52/Sc [AMO]		10A/Gg1 [ARU]			10C/Eg2 [JKI]			10B/Hf1 [DSA]				10O0M1/Ms					
		10r/En3 [MWR]		10r/Ma3 [KCL]		10RT1/BI [CHO]	10RT1/Ch [LSP]	10RTS/Ph						10C/Eg2 [JKI]			10B/Hf1 [DSA]				10RMS/Ms					10RTS/St [SST]
		10o/En4 [RBA]		10o/Ma4 [KCL]					10O53/Sc [LHR]		10A/Gg3 [TDO]		10B/Cd1					10C/Hs1 [SCK]					10ODD/D [MWL]			
		10o/En4 [RBA]		10o/Ma4 [KCL]					10O53/Sc [LHR]			10A/Hi2 [ISH]	10B/Cd1		10C/Fd1 [RCO]						10O0M1/Ms					
		10o/En3 [EBE]		10o/Ma3 [RSW]		10OTS/BI [AMO]	10OT1/Ch [LSP]	10OT1/Ph [CAR]					10B/Cd1					10C/Hs1 [SCK]					10ODR/Dr [KGO]			10OT1/St [SST]
		10r/En1 [GFL]		10r/Ma1 [EHY]		10RT1/BI [CHO]	10RT1/Ch [LSP]	10RTS/Ph						10B/Eg2 [JKI]						10C/Ar1 [JIN]				10RMP/Mp [LTU]	10r/Rs1 [JBL]	10RTS/St [SST]
	Y	10r/En3 [MWR]		10r/Ma3 [KCL]					10RS2/Sc [HMA]		10A/Gg1 [ARU]			10C/Eg1 [KLE]			10B/Hf1 [DSA]						10RMP/Mp [LTU]			
		10o/En2 [GFL]		10o/Ma1 [SST]		10OTS/BI [AMO]	10OT1/Ch [LSP]	10OT1/Ph [CAR]						10C/Eg2 [JKI]	10B/Bs2 [ABK]							10ODD/D [MWL]			10o/Rs2 [MMA]	10OT1/St [SST]
		10r/En1 [GFL]		10r/Ma1 [EHY]		10RT1/BI [CHO]	10RT1/Ch [LSP]	10RTS/Ph						10B/Eg2 [JKI]			10C/Hf1 [DSA]						10RMP/Mp [LTU]		10r/Rs1 [JBL]	10RTS/St [SST]
		10o/En1 [TFR]		10o/Ma2 [PW1]	Y				10O52/Sc [AMO]		10A/Gg2 [TCO]				10B/Bs1		10C/Hf1 [DSA]					10ODD/D [MWL]			10o/Rs2 [MMA]	
		10o/En1 [TFR]		10o/Ma2 [PW1]					10O51/Sc			10A/Hi2 [ISH]			10B/Bs2 [ABK]						10C/Tt1 [ABK]	10O0M1/Ms			10o/Rs1 [MMA]	
		10r/En1 [GFL]		10r/Ma2 [SST]		10RT1/BI [CHO]	10RT1/Ch [LSP]	10RTS/Ph				10B/Gg1 [TCO]	10C/Hi1 [SHA]										10ODD/D [MWL]		10r/Rs2 [JBL]	10RTS/St [SST]
		10o/En3 [EBE]		10o/Ma3 [RSW]					10O52/Sc [AMO]		10A/Gg1 [ARU]					10B/Fd1 [CHY]				10C/Tt1 [ABK]	10O0M1/Ms				10o/Rs1 [MMA]	
		10r/En1 [GFL]		10r/Ma1 [EHY]		10RT1/BI [CHO]	10RT1/Ch [LSP]	10RTS/Ph						10B/Eg2 [JKI]				10C/Hs1 [SCK]						10RMP/Mp [LTU]	10r/Rs1 [JBL]	10RTS/St [SST]
		10r/En2 [VWE]		10r/Ma2 [SST]					10RS1/Sc			10A/Hi1 [RIR]		10C/Eg1 [KLE]	10B/Bs1								10RMP/Mp [LTU]	10r/Rs1 [JBL]		
		10r/En3 [MWR]		10r/Ma3 [KCL]					10RS2/Sc [HMA]		10A/Gg1 [ARU]				10B/Bs2 [ABK]		10C/Hf2 [MCL]						10RMP/Mp [LTU]	10r/Rs1 [JBL]		
		10r/En2 [VWE]		10r/Ma2 [SST]					10RS1/Sc			10A/Hi1 [RIR]		10C/Eg2 [JKI]	10B/Bs1								10ODR/Dr [KGO]		10r/Rs2 [JBL]	
		10o/En2 [GFL]		10o/Ma3 [RSW]					10O52/Sc [AMO]			10A/Hi2 [ISH]	10B/Cd1					10C/Hs1 [SCK]					10ODR/Dr [KGO]		10o/Rs1 [MMA]	
		10r/En3 [MWR]		10r/Ma3 [KCL]		10RT1/BI [CHO]	10RT1/Ch [LSP]	10RTS/Ph						10C/Eg2 [JKI]	10B/Bs2 [ABK]									10RMP/Mp [LTU]	10r/Rs1 [JBL]	10RTS/St [SST]
		10r/En4 [TFR]		10r/Ma4 [RSW]					10RS3/Sc [AMO]			10A/Hi3 [SHA]		10B/Eg1 [KLE]						10C/Tt1 [ABK]	10RMS/Ms					
		10r/En1 [GFL]		10r/Ma2 [SST]		10RT1/BI [CHO]	10RT1/Ch [LSP]	10RTS/Ph						10C/Eg2 [JKI]	10B/Bs2 [ABK]							10RDD/D [MWL]			10r/Rs2 [JBL]	10RTS/St [SST]
		10r/En2 [VWE]		10r/Ma1 [EHY]	Y				10RS1/Sc			10A/Hi1 [RIR]			10B/Bs2 [ABK]				10C/Ar1 [JIN]				10RMP/Mp [LTU]	10r/Rs1 [JBL]		
		10r/En2 [VWE]		10r/Ma2 [SST]					10RS1/Sc	10B/Fr1 [FCO]	10A/Gg2 [TCO]	10C/Hi1 [SHA]									10RMS/Ms			10r/Rs1 [JBL]		
		10o/En1 [TFR]	Y	10o/Ma2 [PW1]		10OTS/BI [AMO]	10OT1/Ch [LSP]	10OT1/Ph [CAR]						10C/Eg1 [KLE]						10C/Ar1 [JIN]				10O0M1/Ms	10o/Rs1 [MMA]	10OT1/St [SST]
		10o/En2 [GFL]		10o/Ma2 [PW1]		10OTS/BI [AMO]	10OT1/Ch [LSP]	10OT1/Ph [CAR]						10C/Eg1 [KLE]			10B/Hf1 [DSA]							10O0M1/Ms	10o/Rs1 [MMA]	10OT1/St [SST]
		10r/En1 [GFL]		10r/Ma2 [SST]		10RT1/BI [CHO]	10RT1/Ch [LSP]	10RTS/Ph				10B/Gg1 [TCO]	10C/Hi1 [SHA]										10ODR/Dr [KGO]		10r/Rs2 [JBL]	10RTS/St [SST]
		10r/En3 [MWR]		10r/Ma4 [RSW]					10RS2/Sc [HMA]			10A/Hi1 [RIR]		10B/Eg1 [KLE]						10C/Tt1 [ABK]	10RMS/Ms				10r/Rs1 [JBL]	

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		0.6146436283					ML REFER TO SLT WHEN THEY CANNOT SUPPORT FURTHER. SLT WILL COLOUR PINK AND LEAD STRATEGICALLY WITH ML							SERIOUS CONCERN: REFER TO ML FOR INTERVENTION AND HOME CONTACT			MILD CONCERN Teacher is liaising with parents via regular contact and student via classroom		STUDENT IS LARGELY UP TO DATE											
Full Name	Student Working on Paper	English	My Tutor	Maths	My Tutor	Biology	Chem	Physics	Science	FRENCH	GEOG	HISTORY	CHILD DEV	ENGIN	BUSINESS	FOOD	HEALTH & FITNESS	HEALTH & SOCIAL	ART	TRAVEL & TOURISM	Media	DANCE & DRAMA	DRAMA	MUSIC PERF.	Religious Studies	Statistics				
		10r/En3 [MWR]		10r/Ma3 [KCL]					10RS3/Sc [AMO]		10A/Gg3 [TDU]			10B/Eg2 [JKI]			10C/Hf2 [MCL]				10RMS/Ms									
		10r/En2 [VWE]		10r/Ma3 [KCL]					10RS3/Sc [AMO]			10A/H1 [RIR]		10C/Eg1 [KLE]	10B/Bs1						10RMS/Ms									
		10r/En3 [MWR]		10r/Ma4 [RSW]					10RS2/Sc [HMA]			10A/H3 [SHA]	10B/Cd1			10C/Fd1 [RCO]							10RDR/Dr [KGO]		10r/Rs2 [JBL]					
		10r/En2 [VWE]		10r/Ma1 [EHY]					10RS1/Sc		10B/Gg1 [TCO]	10A/H1 [RIR]					10C/Hf1 [DSA]				10RMS/Ms									
		10r/En3 [MWR]		10r/Ma2 [SST]					10RS1/Sc			10A/H1 [RIR]		10B/Eg1 [KLE]			10C/Hf1 [DSA]				10RMS/Ms				10r/Rs1 [JBL]					
		10o/En2 [GFL]		10o/Ma2 [PWI]					10OS1/Sc			10A/H2 [ISH]		10B/Eg2 [JKI]			10C/Hf2 [MCL]				10OM1/Ms				10o/Rs1 [MMA]					
		10r/En1 [GFL]		10r/Ma1 [EHY]		10RT1/Ch [CHO]	10RT1/Ch [LSP]	10RTS/Ph		10B/Fr1 [FCO]							10C/Hf1 [DSA]						10RDR/Dr [KGO]		10r/Rs2 [JBL]					
		10r/En2 [VWE]		10r/Ma3 [KCL]					10RS2/Sc [HMA]			10A/H3 [SHA]			10B/Bs1				10r/Ar1 [JIN]	10C/Tt1 [ABK]			10RDD/Dd [MWL]		10RTS/St [SST]					
		10r/En1 [GFL]		10r/Ma1 [EHY]		10RT1/Ch [CHO]	10RT1/Ch [LSP]	10RTS/Ph			10B/Gg1 [TCO]						10C/Hf1 [DSA]								10r/Rs2 [JBL]					
		10r/En2 [VWE]		10r/Ma2 [SST]					10RS1/Sc			10A/H3 [SHA]		10B/Eg2 [JKI]			10C/Hf2 [MCL]						10RDR/Dr [KGO]		10r/Rs2 [JBL]					
		10o/En2 [GFL]		10o/Ma2 [PWI]					10OS1/Sc		10A/Gg1 [ARU]		10B/Cd1				10C/Hf2 [MCL]				10C/Hs1 [SCK]				10o/Rs1 [MMA]					
		10o/En1 [TFR]		10o/Ma1 [SST]		10OT5/Ch [AMO]	10OT1/Ch [LSP]	10OT1/Ph [CAR]			10B/Gg1 [TCO]	10C/H1 [SHA]											10ODR/Dr [KGO]		10o/Rs1 [MMA]					
		10o/En1 [TFR]		10o/Ma2 [PWI]					10OS1/Sc	10B/Fr1 [FCO]	10A/Gg2 [TCO]					10C/Fd1 [RCO]							10ODR/Dr [KGO]		10o/Rs1 [MMA]					
		10o/En1 [TFR]		10o/Ma2 [PWI]	Y				10OS2/Sc [AMO]		10A/Gg2 [TCO]				10B/Bs2 [ABK]		10C/Hf1 [DSA]						10ODR/Dr [KGO]		10o/Rs1 [MMA]					
		10r/En3 [MWR]		10r/Ma3 [KCL]					10RS2/Sc [HMA]		10A/Gg1 [ARU]				10B/Bs1		10C/Hf2 [MCL]				10RMS/Ms									
		10o/En1 [TFR]		10o/Ma1 [SST]		10OT5/Ch [AMO]	10OT1/Ch [LSP]	10OT1/Ph [CAR]			10B/Gg1 [TCO]	10C/H1 [SHA]			10C/Eg2 [JKI]	10B/Bs1					10OM1/Ms				10o/Rs1 [MMA]					
		10o/En1 [TFR]		10o/Ma1 [SST]					10OS1/Sc			10A/H2 [ISH]			10B/Bs2 [ABK]				10C/Ar1 [JIN]		10OM1/Ms				10o/Rs1 [MMA]					
		10r/En3 [MWR]		10r/Ma3 [KCL]					10RS3/Sc [AMO]			10A/H3 [SHA]		10B/Eg2 [JKI]					10C/Ar1 [JIN]				10RDR/Dr [KGO]		10o/Rs1 [MMA]					
		10o/En1 [TFR]		10o/Ma1 [SST]		10OT5/Ch [AMO]	10OT1/Ch [LSP]	10OT1/Ph [CAR]			10B/Gg1 [TCO]	10C/H1 [SHA]					10C/Hf1 [DSA]								10o/Rs2 [MMA]					
		10r/En1 [GFL]	Y	10r/Ma1 [EHY]		10RT1/Ch [CHO]	10RT1/Ch [LSP]	10RTS/Ph		10B/Fr1 [FCO]		10C/H1 [SHA]													10r/Rs2 [JBL]					
		10o/En3 [EBE]		10o/Ma3 [RSW]					10OS1/Sc		10A/Gg1 [ARU]			10C/Eg1 [KLE]		10B/Fd1 [CHY]							10ODR/Dr [KGO]		10RTS/St [SST]					
		10o/En2 [GFL]		10o/Ma3 [RSW]	Y				10OS2/Sc [AMO]	10B/Fr1 [FCO]	10A/Gg2 [TCO]									10C/Tt1 [ABK]		10ODD/Dd [MWL]								
		10o/En4 [RBA]		10o/Ma2 [PWI]					10OS2/Sc [AMO]	10A/Gg1 [ARU]			10B/Eg1 [KLE]				10C/Hf2 [MCL]				10OM1/Ms									
		10r/En1 [GFL]		10r/Ma1 [EHY]		10RT1/Ch [CHO]	10RT1/Ch [LSP]	10RTS/Ph		10B/Fr1 [FCO]		10C/H1 [SHA]												10RMP/Mp [LTU]	10r/Rs1 [JBL]					
		10o/En1 [TFR]		10o/Ma2 [PWI]					10OS2/Sc [AMO]			10A/H2 [ISH]	10B/Cd1				10C/Hs1 [SCK]						10ODD/Dd [MWL]							
		10o/En4 [RBA]		10r/Ma4 [RSW]					10OS1/Sc			10A/H3 [SHA]					10B/Hf1 [DSA]								10o/Rs1 [JBL]					
	Y	10o/En2 [GFL]		10o/Ma3 [RSW]					10OS2/Sc [AMO]		10A/Gg1 [ARU]			10B/Eg1 [KLE]			10C/Hf2 [MCL]				10OM1/Ms									
		10o/En1 [TFR]		10o/Ma1 [SST]		10OT5/Ch [AMO]	10OT1/Ch [LSP]	10OT1/Ph [CAR]				10C/H1 [SHA]				10B/Fd1 [CHY]			10C/Ar1 [JIN]						10o/Rs2 [MMA]					
		10o/En2 [GFL]		10o/Ma1 [SST]	Y				10OS1/Sc		10A/Gg2 [TCO]			10C/Eg2 [JKI]	10B/Bs1						10OM1/Ms				10o/Rs1 [MMA]					
		10r/En3 [MWR]		10r/Ma3 [KCL]					10RS2/Sc [HMA]		10A/Gg2 [TCO]					10B/Fd1 [CHY]			10C/Ar1 [JIN]		10RMS/Ms				10r/Rs1 [JBL]					
		10o/En1 [TFR]		10o/Ma2 [PWI]					10OS1/Sc	10B/Fr1 [FCO]		10A/H2 [ISH]				10C/Fd1 [RCO]					10OM1/Ms				10o/Rs1 [MMA]					

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Full Name	Student Working on Dates	English	My Tutor	Maths	My Tutor	Biology	Chem	Physics	Science	FRENCH	GEOG	HISTORY	CHILD DEV	ENGIN	BUSINESS	FOOD	HEALTH & FITNESS	HEALTH & SOCIAL	ART	TRAVEL & TOURISM	Media	DANCE & DRAMA	DRAMA	MUSIC PERF.	Religious Studies	Statistics					
		10r/En2 [VWE]		10r/Ma1 [EHY]		10RT1/BI [CHO]	10RT1/CH [LSP]	10RTS/PH			10B/Gg1 [TCO]						10C/Hf1 [DSA]						10RDR/Dr [KGO]		10r/Rs2 [JBL]	10RTS/St [SST]					
		10o/En3 [EBE]		10o/Ma3 [RSW]					10O52/Sc [AMO]		10A/Gg1 [ARU]				10B/Bs1		10C/Hf2 [MCL]						10ODR/Dr [KGO]								
		10o/En4 [RBA]		10o/Ma4 [KCL]					10O53/Sc [LHR]			10A/HI2 [ISH]		10B/Eg2 [JKI]		10C/Fd1 [RCO]					100M1/Ms										
		10r/En4 [TFR]		10r/Ma4 [RSW]					10RS3/Sc [AMO]		10A/Gg1 [ARU]		10B/Cd1				10C/Hs1 [SCK]				10RMS/Ms										
		10r/En1 [GFL]		10r/Ma2 [SST]	Y				10RS1/Sc			10A/HI1 [RIR]				10B/Fd1 [CHY]	10C/Hs1 [SCK]	10C/Hs1 [SCK]			10RMS/Ms				10r/Rs1 [JBL]						
		10o/En2 [GFL]		10o/Ma2 [PWI]	Y				10O52/Sc [AMO]		10B/Gg1 [TCO]	10A/HI2 [ISH]							10C/Ar1 [JIN]				10ODR/Dr [KGO]		10o/Rs1 [MMA]						
		10r/En2 [VWE]		10r/Ma2 [SST]					10RS1/Sc			10A/HI1 [RIR]	10B/Cd1							10C/Tt1 [ABK]		10RDD/Dd [MWL]			10r/Rs2 [JBL]						
		10r/En2 [VWE]		10r/Ma1 [EHY]					10RS1/Sc			10A/HI1 [RIR]				10B/Fd1 [CHY]	10C/Hf1 [DSA]							10RMP/Mp [LTU]							
	Y	10r/En2 [VWE]		10r/Ma1 [EHY]					10RS1/Sc			10A/HI1 [RIR]		10B/Eg2 [JKI]			10C/Hf2 [MCL]					10RMS/Ms									
		10r/En4 [TFR]		10r/Ma4 [RSW]					10RS3/Sc [AMO]		10A/Gg2 [TCO]			10B/Eg2 [JKI]						10C/Tt1 [ABK]			10RMS/Ms								
		10o/En4 [RBA]		10o/Ma4 [KCL]					10O53/Sc [LHR]			10A/HI3 [SHA]		10B/Eg2 [JKI]		10C/Fd1 [RCO]						100M2/Ms [SCA]									
		10r/En4 [TFR]		10r/Ma3 [KCL]					10RS3/Sc [AMO]	10B/Fr1 [FCO]		10A/HI3 [SHA]								10C/Tt1 [ABK]			10RDR/Dr [KGO]		10r/Rs2 [JBL]						
		10o/En1 [TFR]		10o/Ma1 [SST]		10OTS/BI [AMO]	10OT1/Ch [LSP]	10OT1/Ph [CAR]		10B/Fr1 [FCO]	12A/Gg1 [TCO]						10C/Hf1 [DSA]									10OT1/St [SST]					
		10r/En1 [GFL]		10r/Ma1 [EHY]					10RS1/Sc			10A/HI1 [RIR]		10B/Eg1 [KLE]			10C/Hs1 [SCK]							10RMP/Mp [LTU]	10r/Rs1 [JBL]						
		10o/En4 [RBA]		10o/Ma4 [KCL]					10O52/Sc [AMO]			10A/HI2 [ISH]		10B/Eg2 [JKI]			10C/Hf2 [MCL]				10ODD/Dd [MWL]										
		10r/En3 [MWR]		10r/Ma2 [SST]					10RS1/Sc			10A/HI3 [SHA]	10B/Cd1				10C/Hs1 [SCK]					10RDR/Dr [KGO]			10r/Rs2 [JBL]						
		10o/En2 [GFL]		10o/Ma2 [PWI]					10O52/Sc [AMO]			10A/HI2 [ISH]				10C/Fd1 [RCO]	10B/Hf1 [DSA]				100M2/Ms [SCA]				10o/Rs2 [MMA]						
		10r/En3 [MWR]		10r/Ma3 [KCL]					10RS2/Sc [HMA]		10A/Gg1 [ARU]					10B/Fd1 [CHY]			10C/Ar1 [JIN]				10RMP/Mp [LTU]								
		10o/En2 [GFL]		10o/Ma4 [KCL]					10O52/Sc [AMO]			10A/HI2 [ISH]		10B/Bs2 [ABK]			10C/Hs1 [SCK]					100M2/Ms [SCA]			10o/Rs2 [MMA]						
		10r/En2 [VWE]		10r/Ma3 [KCL]					10RS2/Sc [HMA]			10A/HI3 [SHA]		10B/Bs2 [ABK]	10C/Fd1 [RCO]							10RDD/Dd [MWL]									
		10r/En2 [VWE]		10r/Ma1 [EHY]					10RS1/Sc			10A/Gg1 [ARU]				10C/Fd1 [RCO]	10B/Hf1 [DSA]						10RDR/Dr [KGO]		10r/Rs2 [JBL]						
		10r/En1 [GFL]		10r/Ma1 [EHY]		10RT1/BI [CHO]	10RT1/CH [LSP]	10RTS/PH						10B/Eg2 [JKI]		10C/Fd1 [RCO]	10C/Hf1 [DSA]						10RDR/Dr [KGO]		10r/Rs2 [JBL]	10RTS/St [SST]					
		10o/En1 [TFR]		10o/Ma1 [SST]		10OTS/BI [AMO]	10OT1/Ch [LSP]	10OT1/Ph [CAR]				10B/Gg1 [TCO]					10C/Hf1 [DSA]						10ODR/Dr [KGO]		10o/Rs1 [MMA]	10OT1/St [SST]					
		10o/En1 [TFR]		10o/Ma1 [SST]					10O51/Sc	10B/Fr1 [FCO]	10A/Gg2 [TCO]	10C/HI1 [SHA]									10ODD/Dd [MWL]			10o/Rs2 [MMA]							
		10r/En3 [MWR]		10r/Ma2 [SST]					10RS1/Sc			10A/Gg2 [TCO]			10B/Bs1		10C/Hf1 [DSA]				10RMS/Ms				10r/Rs1 [JBL]						
		10o/En2 [GFL]		10o/Ma1 [SST]					10O52/Sc [AMO]			10A/Gg2 [TCO]			10B/Bs2 [ABK]		10C/Hf1 [DSA]				100M2/Ms [SCA]				10o/Rs2 [MMA]						
	Y	10r/En3 [MWR]		10r/Ma2 [SST]					10RS2/Sc [HMA]			10A/HI3 [SHA]			10B/Bs1		10C/Hf2 [MCL]						10RDR/Dr [KGO]								
		10o/En3 [EBE]		10o/Ma3 [RSW]					10O51/Sc			10A/Gg2 [TCO]				10B/Fd1 [CHY]			10C/Ar1 [JIN]			10ODD/Dd [MWL]			10o/Rs2 [MMA]						

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		10o/En2 [GFL]		10o/Ma1 [SST]					10O51/Sc		10A/Gg2 [TCO]			10B/Eg2 [JKI]			10C/Hf1 [DSA]				10O2M/MS [SCA]				10o/Rs2 [MMA]																																				
		10o/En3 [EBE]		10o/Ma3 [RSW]					10O53/Sc [LHR]		10A/Gg3 [TDU]			10B/Eg2 [JKI]			10C/Hf2 [MCL]				10O2M/MS [SCA]																																								
		10o/En2 [GFL]		10o/Ma2 [PWI]	Y	10O7S/BI [AMO]	10O71/Ch [LSP]	10O71/Ph [CAR]		10B/Fr1 [FCO]							10C/Hf1 [DSA]						10ODR/Dr [KGO]		10o/Rs1 [MMA]	10O71/St [SST]																																			
		10r/En3 [MWR]		10r/Ma3 [KCL]		10RT1/BI [CHO]	10RT1/Ch [LSP]	10RTS/Ph [LHR]						10C/Eg2 [JKI]	10B/Bs2 [ABK]									10RMP/Mp [LTU]	10r/Rs1 [JBL]	10RTS/St [SST]																																			
	Y	10r/En2 [VWE]		10r/Ma4 [RSW]					10RS3/Sc [AMO]			10A/Hi3 [SHA]	10B/Cd1				10C/Hs1 [SCK]						10RDR/Dr [KGO]		10r/Rs2 [JBL]																																				
		10r/En1 [GFL]		10r/Ma1 [EHY]		10RT1/BI [CHO]	10RT1/Ch [LSP]	10RTS/Ph [LHR]				10C/Hi1 [SHA]	10B/Cd1											10RMP/Mp [LTU]	10r/Rs1 [JBL]	10RTS/St [SST]																																			
		10o/En1 [TFR]		10o/Ma1 [SST]					10O51/Sc		10A/Gg2 [TCO]					10B/Fd1 [CHY]	10C/Hs1 [SCK]						10ODR/Dr [KGO]		10o/Rs1 [MMA]																																				
		10r/En4 [TFR]		10r/Ma3 [KCL]					10RS3/Sc [AMO]			10A/Hi3 [SHA]		10C/Eg1 [KLE]	10B/Fd1 [CHY]								10RDR/Dr [KGO]																																						
		10o/En1 [TFR]		10o/Ma1 [SST]		10O7S/BI [AMO]	10O71/Ch [LSP]	10O71/Ph [CAR]		10B/Fr1 [FCO]		10C/Hi1 [SHA]										10O2M/MS [SCA]				10O71/St [SST]																																			
		10r/En2 [VWE]		10r/Ma3 [KCL]					10RS2/Sc [HMA]			10A/Hi1 [RIR]		10B/Eg1 [KLE]						10C/Ar1 [JIN]		10RMS/MS																																							
		10r/En2 [VWE]		10r/Ma3 [KCL]					10RS2/Sc [HMA]		10A/Gg1 [ARU]			10B/Eg2 [JKI]						10C/Ar1 [JIN]				10RMP/Mp [LTU]																																					
		10r/En2 [VWE]		10r/Ma1 [EHY]					10RS1/Sc			10A/Hi1 [RIR]	10B/Cd1				10C/Hs1 [SCK]					10RDD/D [MWL]			10r/Rs2 [JBL]																																				
		10r/En2 [VWE]		10r/Ma1 [EHY]					10RS1/Sc			10A/Hi1 [RIR]		10C/Eg2 [JKI]			10B/Hf1 [DSA]						10RDR/Dr [KGO]		10r/Rs2 [JBL]																																				
		10r/En3 [MWR]		10r/Ma3 [KCL]					10RS2/Sc [HMA]			10A/Hi3 [SHA]		10B/Eg1 [KLE]			10C/Hf2 [MCL]						10RDR/Dr [KGO]																																						
		10r/En2 [VWE]		10r/Ma2 [SST]					10RS2/Sc [HMA]			10A/Hi3 [SHA]		10C/Eg2 [JKI]	10B/Bs1								10RMS/MS																																						
	Y	10r/En3 [MWR]		10r/Ma2 [SST]					10RS1/Sc			10A/Hi3 [SHA]		10B/Eg1 [KLE]			10C/Hf1 [DSA]							10RMP/Mp [LTU]																																					
		10o/En2 [GFL]		10o/Ma1 [SST]		10O7S/BI [AMO]	10O71/Ch [LSP]	10O71/Ph [CAR]			10B/Gg1 [TCO]			10B/Cd1							10C/Tt1 [ABK]	10O2M/MS [SCA]			10o/Rs2 [MMA]	10O71/St [SST]																																			
		10r/En4 [TFR]		10r/Ma3 [KCL]					10RS3/Sc [AMO]		10A/Gg2 [TCO]			10B/Cd1							10C/Hs1 [SCK]			10RDD/D [MWL]																																					
		10o/En1 [TFR]		10o/Ma1 [SST]		10O7S/BI [AMO]	10O71/Ch [LSP]	10O71/Ph [CAR]		10B/Fr1 [FCO]										10C/Ar1 [JIN]			10ODR/Dr [KGO]		10o/Rs1 [MMA]	10O71/St [SST]																																			
		10o/En1 [TFR]		10o/Ma3 [RSW]					10O51/Sc			10A/Hi2 [ISH]				10B/Fd1 [CHY]				10C/Tt1 [ABK]			10ODR/Dr [KGO]		10o/Rs1 [MMA]																																				
		10o/En1 [TFR]		10o/Ma1 [SST]		10O7S/BI [AMO]	10O71/Ch [LSP]	10O71/Ph [CAR]							10B/Bs2 [ABK]					10C/Ar1 [JIN]			10ODR/Dr [KGO]		10o/Rs1 [MMA]	10O71/St [SST]																																			
		10o/En3 [EBE]		10o/Ma3 [RSW]					10O51/Sc		10A/Gg3 [TDU]					10B/Fd1 [CHY]	10C/Hs1 [SCK]						10ODR/Dr [KGO]		10o/Rs1 [MMA]																																				
		10o/En2 [GFL]		10o/Ma2 [PWI]					10O52/Sc [AMO]			10A/Hi2 [ISH]			10B/Bs2 [ABK]	10B/Bs2 [ABK]	10C/Hf1 [DSA]						10ODR/Dr [KGO]																																						
		10o/En2 [GFL]		10o/Ma1 [SST]		10O7S/BI [AMO]	10O71/Ch [LSP]	10O71/Ph [CAR]							10B/Bs1		10C/Hs1 [SCK]					10O2M/MS [SCA]				10O71/St [SST]																																			
		10r/En3 [MWR]		10r/Ma3 [KCL]					10RS2/Sc [HMA]		10A/Gg2 [TCO]				10B/Bs1		10C/Hf2 [MCL]							10RMP/Mp [LTU]																																					
		10o/En1 [TFR]		10o/Ma1 [SST]					10O51/Sc		10A/Gg2 [TCO]			10C/Eg2 [JKI]			10B/Hf1 [DSA]						10ODD/D [MWL]		10o/Rs2 [MMA]																																				
		10o/En3 [EBE]		10o/Ma4 [KCL]					10O53/Sc [LHR]			10A/Hi3 [SHA]	10B/Cd1				10C/Hs1 [SCK]						10ODD/D [MWL]																																						
		10o/En4 [RBA]		10o/Ma4 [KCL]					10O53/Sc [LHR]		10A/Gg1 [ARU]		10B/Cd1				10C/Hs1 [SCK]						10ODD/D [MWL]																																						
		10o/En3 [EBE]		10o/Ma1 [SST]					10O51/Sc		10A/Gg1 [ARU]			10B/Eg2 [JKI]			10C/Hf2 [MCL]					10O2M/MS [SCA]																																							
		10o/En3 [EBE]		10o/Ma2 [PWI]					10O51/Sc		10A/Gg1 [ARU]				10B/Bs2 [ABK]		10C/Hf1 [DSA]							10ODR/Dr [KGO]																																					

NEW YEAR 11 STUDENT BY STUDENT SUBJECT ANALYSIS

Full Name	Student Working on Paper	English	My Tutor	Maths	My Tutor	Biology	Chem	Physics	Science	FRENCH	GEOG	HISTORY	CHILD DEV	ENGIN	BUSINESS	FOOD	HEALTH & FITNESS	HEALTH & SOCIAL	ART	TRAVEL & TOURISM	Media	DANCE & DRAMA	DRAMA	MUSIC PERF.	Religious Studies	Statistics	
		10o/En2 [GFL]		10o/Ma2 [PWJ]					10O51/Sc [HMA]			10A/HI2 [ISH]			10B/Bs1							10ODD/D d [MWL]					
		10r/En3 [MWR]		10r/Ma4 [RSW]					10RS2/Sc [HMA]			10A/HI3 [SHA]			10B/Bs2 [ABK]	10C/Fd1 [RCO]								10RMP/ Mp [LTU]	10r/Rs1 [JBL]		
		10r/En1 [GFL]		10r/Ma1 [EHY]		10RT1/BI [CHO]	10RT1/Ch [LSP]	10RTS/Ph [EHY]				10C/HI1 [SHA]											10RDR/Dr [KGO]		10r/Rs2 [JBL]	10RTS/St [SST]	
		10o/En1 [TFR]		10o/Ma1 [SST]		10OTS/BI [AMO]	10OT1/Ch [LSP]	10OT1/P h [CAR]				10B/Fr1 [FCO]			10C/Eg1 [KLE]							10OM2/M s [SCA]				10OT1/St [SST]	
		10r/En1 [GFL]		10r/Ma1 [EHY]		10RT1/BI [CHO]	10RT1/Ch [LSP]	10RTS/Ph [EHY]							10B/Bs1			10C/Hf1 [DSA]					10RDD/D d [MWL]			10r/Rs2 [JBL]	10RTS/St [SST]
		10r/En1 [GFL]		10r/Ma1 [EHY]		10RT1/BI [CHO]	10RT1/Ch [LSP]	10RTS/Ph [EHY]							10B/Bs1			10C/Hf1 [DSA]					10RMS/M s			10r/Rs1 [JBL]	10RTS/St [SST]
		10r/En3 [MWR]		10r/Ma3 [KCL]					10RS2/Sc [HMA]			10A/HI3 [SHA]					10B/Hf1 [DSA]	10C/Hs1 [SCK]				10RDD/D d [MWL]				10r/Rs2 [JBL]	
		10r/En4 [TFR]		10r/Ma3 [KCL]					10RS2/Sc [HMA]			10A/HI3 [SHA]	10B/Cd1					10C/Hs1 [SCK]				10RMS/M s					
		10o/En2 [GFL]		10o/Ma2 [PWI]					10O52/Sc [AMO]		10A/Gg2 [TCO]						10B/Hf1 [DSA]		10C/Ar1 [JIN]				10ODR/Dr [KGO]		10o/Rs1 [MMA]		
		10r/En2 [VWE]		10r/Ma4 [RSW]					10RS2/Sc [HMA]		10A/Gg1 [ARU]			10C/Eg1 [KLE]		10B/Fd1 [CHY]								10RMP/ Mp [LTU]	10r/Rs1 [JBL]		
		10r/En1 [GFL]		10r/Ma2 [SST]					10RS2/Sc [HMA]		10A/Gg2 [TCO]				10B/Bs2 [ABK]		10C/Hf1 [DSA]						10RDR/Dr [KGO]		10r/Rs2 [JBL]		
		10o/En4 [RBA]		10o/Ma3 [RSW]					10O53/Sc [LHR]		10A/Gg3 [TDU]				10B/Bs1					13F/Hs1 [SCK]		10C/Tt1 [ABK]					
		10r/En1 [GFL]		10r/Ma1 [EHY]		10RT1/BI [CHO]	10RT1/Ch [LSP]	10RTS/Ph [EHY]							10B/Bs2 [ABK]	10C/Fd1 [RCO]							10RDD/D d [MWL]		10r/Rs2 [JBL]	10RTS/St [SST]	
		10r/En1 [GFL]		10r/Ma2 [SST]					10RS1/Sc [HMA]		10A/Gg1 [ARU]				10B/Bs1				10C/Hs1 [SCK]			10RDD/D d [MWL]					
	Y	10o/En4 [RBA]		10o/Ma2 [PWI]					10O53/Sc [LHR]		10A/Gg3 [TDU]			10C/Eg1 [KLE]			10B/Hf1 [DSA]						10ODR/Dr [KGO]				
		10r/En2 [VWE]		10r/Ma2 [SST]					10RS2/Sc [HMA]			10A/HI1 [RIR]					10B/Hf1 [DSA]			10C/Tt1 [ABK]	10RMS/M s						
		10o/En1 [TFR]		10o/Ma2 [PWI]	Y	10OTS/BI [AMO]	10OT1/Ch [LSP]	10OT1/P h [CAR]						10B/Eg1 [KLE]						10C/Ar1 [JIN]			10ODR/Dr [KGO]		10o/Rs1 [MMA]	10OT1/St [SST]	
		10r/En1 [GFL]	Y	10r/Ma1 [EHY]					10RS1/Sc [HMA]			10A/HI1 [RIR]			10B/Bs2 [ABK]				10C/Ar1 [JIN]						10r/Rs1 [JBL]		
		10r/En1 [GFL]		10r/Ma1 [EHY]		10RT1/BI [CHO]	10RT1/Ch [LSP]	10RTS/Ph [EHY]								10B/Fd1 [CHY]	10C/Hf1 [DSA]					10RMS/M s			10r/Rs1 [JBL]	10RTS/St [SST]	
		10o/En1 [TFR]		10o/Ma3 [RSW]					10O51/Sc [HMA]			10A/HI3 [SHA]			10B/Bs1								10ODD/D d [MWL]		10o/Rs2 [MMA]		
		10r/En4 [TFR]		10r/Ma3 [KCL]					10RS1/Sc [HMA]			10A/HI3 [SHA]				10B/Fd1 [CHY]	10C/Hf2 [MCL]						10RDR/Dr [KGO]				
		10r/En1 [GFL]		10r/Ma2 [SST]					10RS2/Sc [HMA]		10A/Gg2 [TCO]					10B/Fd1 [CHY]				10C/Tt1 [ABK]		10RDD/D d [MWL]			10r/Rs2 [JBL]		
		10o/En3 [EBE]		10o/Ma2 [PWI]					10O53/Sc [LHR]			10A/HI2 [ISH]			10B/Bs2 [ABK]	10C/Fd1 [RCO]						10ODD/D d [MWL]					
		10o/En1 [TFR]	Y	10o/Ma1 [SST]		10OTS/BI [AMO]	10OT1/Ch [LSP]	10OT1/P h [CAR]				10C/HI1 [SHA]			10B/Bs1							10OM2/M s [SCA]			10o/Rs2 [MMA]	10OT1/St [SST]	
		10r/En3 [MWR]		10r/Ma3 [KCL]					10RS2/Sc [HMA]			10A/HI3 [SHA]					10B/Hf1 [DSA]			10C/Tt1 [ABK]				10RMP/ Mp [LTU]	10r/Rs1 [JBL]		
	Y	10o/En4 [RBA]		10o/Ma3 [RSW]					10O53/Sc [LHR]			10A/HI2 [ISH]	10B/Cd1							10C/Ar1 [JIN]			10ODR/Dr [KGO]				
		10o/En4 [RBA]		10o/Ma3 [RSW]					10O53/Sc [LHR]			10A/HI2 [ISH]			10C/Eg2 [JKI]	10B/Bs2 [ABK]											
	N	10r/En4 [TFR]		10r/Ma3 [KCL]					10RS3/Sc [AMO]		10A/Gg3 [TDU]				10C/Eg2 [JKI]	10B/Fd1 [CHY]									10RMP/ Mp [LTU]		
		10o/En3 [EBE]		10o/Ma1 [SST]					10O51/Sc [HMA]		10A/Gg2 [TCO]					10B/Fd1 [CHY]					10C/Tt1 [ABK]		10ODD/D d [MWL]		10o/Rs2 [MMA]		
		10r/En3 [MWR]		10r/Ma4 [RSW]					10RS2/Sc [HMA]			10A/HI3 [SHA]	10B/Cd1						10C/Hs1 [SCK]			10RDD/D d [MWL]					
		10o/En3 [EBE]		10o/Ma2 [PWI]					10O51/Sc [HMA]		10A/Gg2 [TCO]				10C/Eg1 [KLE]			10B/Hf1 [DSA]					10OM2/M s [SCA]		10o/Rs2 [MMA]		
		10r/En2 [VWE]		10r/Ma2 [SST]					10RS2/Sc [HMA]		10A/Gg1 [ARU]			10B/Eg1 [KLE]		10C/Fd1 [RCO]							10RDR/Dr [KGO]				
		10o/En3 [EBE]		10o/Ma2 [PWI]					10O52/Sc [AMO]		10A/Gg3 [TDU]		10B/Cd1			10C/Fd1 [RCO]							10OM2/M s [SCA]				



WHAT DOES THE RESEARCH TELL US?

A recent review of remote teaching conducted by the EEF found that remote learning can be effective, given the right conditions (EEF, 2020). Therefore, students who have engaged effectively in home learning are less of a risk

Sutton Trust, 2020; (Institute for Fiscal Studies, 2020) suggest that children from the most disadvantaged families are spending less time on learning activities, are submitting less work and typically have access to fewer resources at home

Education Endowment Foundation 2020: 'Sustained support will be needed to help disadvantaged pupils catch up. It is highly likely that the gap will have widened when pupils return to school, even if the strongest possible migratory steps are put in place. Catch-up provision, including assessment of lost learning and targeted support, will be essential. However, it is unlikely that a single catch-up strategy will be succinct to compensate for lost learning due to school closures. There is a risk that high levels of absence after schools formally reopen poses a particular risk for disadvantaged pupils.'

ASCL Curriculum and Inspection Specialist Stephen Rollen 2020 'The identification of what pupils do/don't know will be an important focus. We need to think about the approach that best suits the age of the pupils and the nature of the subject, while being mindful of the individual and cumulative picture for pupils. In many cases, teachers would be well advised to use low-stakes quizzes, small group conversations and good old Q&A to find out what pupils do/don't know. The sense of urgency is understandable but that needn't translate into high stakes for pupils.'

Cooper et al (1996) estimated that reading and language is most affected by school closure, "on average, summer vacations created a gap of about 3 months between middle- and lower-class students"

Gershenson (2017) finds that over the summer higher-attaining disadvantaged children fall behind other higher attainers at a faster rate than other groups.

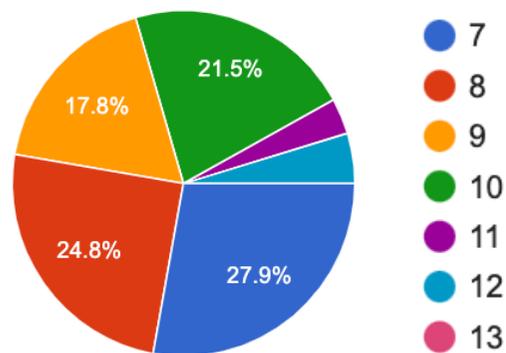
It is highly likely that the gap will have widened when pupils return to school, even if the strongest possible mitigatory steps are put in place. Approaches that could help pupils catch up include:

- Targeted support for students, subjects and teachers.
- Wave system of support which is responsive to teachers' needs as they arise
- Ensure high levels of student attendance



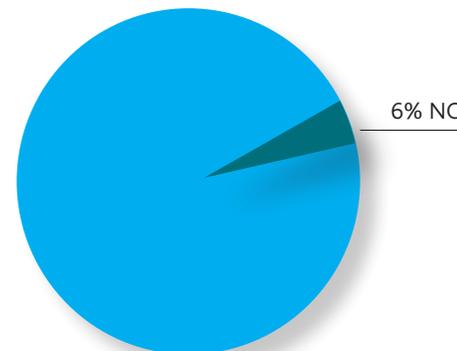
WHAT DO OUR FAMILIES WANT

YEAR GROUP RESPONSE

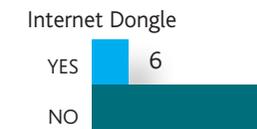
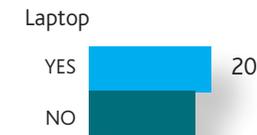


ACCESSING TECHNOLOGY

Has your child got access to a computer and the internet at home?

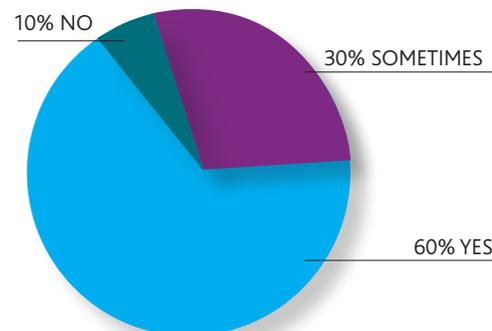


If you answered 'No' to the question above, would the loan of a laptop or dongle help?

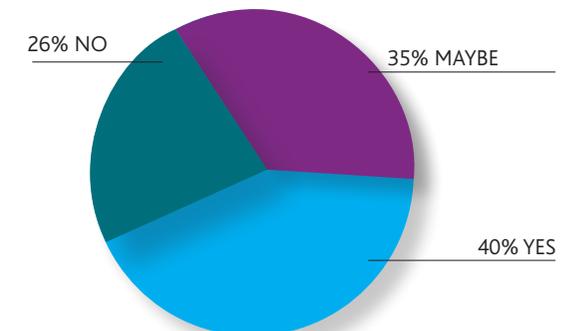


LOGISTICS

Are you able to pick up and drop Off your child for any extra sessions?



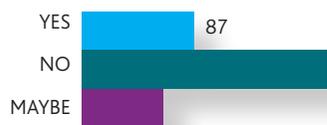
If we were to open the canteen at 3.20 for a quick 10 minute snack break would this mean your child would be more likely to stay?





WHAT DO OUR FAMILIES WANT

Saturday school (occasionally and subject specific)



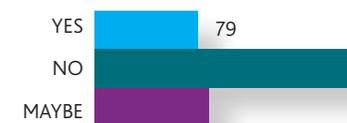
More specific guidance with home learning



A printed workbook to work through at home with you or independently.



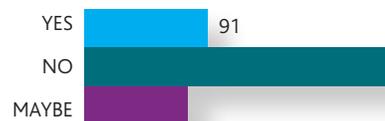
Vocabulary program (most likely online)



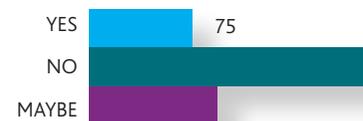
Online 1-1 tuition session (in the evening at home or after school, in English, Maths and Science)



A short programme of independent learning strategies



Peer tutoring by our Sixth Formers (past and present) at lunchtime at school



Subject Specific Catch ups straight after school in Period 6



A reading intervention (someone reading 1-1 with your child in mentor time and working on comprehension)



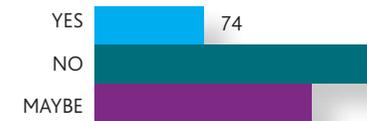
A numeracy intervention (most likely for 25 minutes) in mentor time.



Continued use of Google Classroom



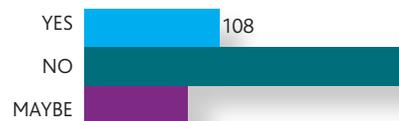
Challenge in terms of 'Mastery' learning sessions after school or on Saturdays



A mentor 'check in' of their current position each week with regard to 'catching up'



Holiday sessions at half terms (subject specific days)



Small group tuition in English, Maths or Science, after school or at weekends





DESIRED OUTCOMES ACTION PLAN, COSTING & EVALUATION

Based on the analysis, the academy plan to use the catch up funding to achieve the following outcomes:

IMPACT	SUCCESS CRITERIA	ACTION	COST	PERSON	RAG	RAG	RAG
OUTCOME 1: CURRICULUM RECOVERY Ensure our subject leaders and specialists have the planning, equipment, staffing, CPD and access to facilities to successfully respond to students' emerging needs across the year.	Ensure that students who have been adversely affected by academy closure, specifically disadvantaged students, are able to access high quality additional teaching in English, Mathematics and Science	Science: Grade 9 Year 11 Science Super 6 group study with GTA. GTA in Science for 1-1 and small group extension and catch up tutoring across all 3 sciences and all year groups. English: Recruit an English LSA to work specifically across school with small catch up groups. Reprovision Maths tutor (P) to focus on catch up programme across key stages, esp with the LPAs.	37,500	JIN, GFL, RDA, KCO,			
	In as much as possible all subjects can deliver necessary teaching curriculum	Design zones/bubbles to enable students to access breadth and depth of curriculum	-	WFR			
		Adapt curriculum provision as necessary	-	SCA/MLs			
	Students, especially in Year 11 and 13 are given clear CEAIG.	Continue to focus on careers/destinations in curriculum design. Careers section within curriculum area for each subject on the website. Careers boards in departments/built into schemes of learning. SCA worked with FCO to generate a template for careers information for each subject for the website. FCO leading on this with middle leaders to generate one for each subject area. To be further developed later in the year.	-	HVI/FCO/SCA			
	MLs know and understand all exam board requirements for exam season 2021	KRU to monitor ofqual/exam board announcements on adaptations on curriculum and feedback to MLs	-	KRU			
	Teachers can teach their adapted curriculum plans effectively and increasingly with 'wow' moments.	Build systems for SLT links and MLs to continuously monitor the effectiveness of the adapted provision	-	JBN/SCA			
	Parents and our wider community understand our adapted provision	Develop and publish covid response curriculum information. SCA to lead on collection of relevant information from all middle leaders and guide them into the analysis of their curriculum provision. SCA to present results to SLT. SLT links to generate summary overview. KRU to write up for publication.	-	SCA/KRU/SLT			
	Ensure all departments are fit and resourced to deliver their adapted curriculums in their pods in the best and most engaging way possible!	JIN to audit and accept requests for funding to ensure SLs have the resources to deliver the curriculum.. SLT links to evaluate this as part of the recovery curriculum document distributed by SCA.	18,000	JIN/SLT			



DESIRED OUTCOMES ACTION PLAN, COSTING & EVALUATION

Based on the analysis, the academy plan to use the catch up funding to achieve the following outcomes:

IMPACT	SUCCESS CRITERIA	ACTION	COST	PERSON	RAG	RAG	RAG
OUTCOME 2: 2021 EXAM SUCCESS FOR YEAR 11 Ensure all Year 11 students have a wide range of intervention and support programmes in order to succeed in the 2021 exam season.	<ul style="list-style-type: none"> All students have access to a minimum of 2 careers interviews All students secure an appropriate Post-16 progression route No NEET Basics to be 43% (9-5) 62% (9-4) Progress to be +0.5 	<ul style="list-style-type: none"> Mentor intervention time for core subjects. Intervention sessions offered in other lessons (e.g. Core PE). Analysis of data post mock results to consider a) where intervention is best placed and b) where there may be opportunities for reduced entries. 		JPR/SCA			
		<ul style="list-style-type: none"> Baselining Risk Assessment for all in Autumn RAG 	-	JPR			
		<ul style="list-style-type: none"> Saturday and Holiday school (Virtual?) 	-	JPR			
		<ul style="list-style-type: none"> R/A/G risk assessment 	-	JPR			
		<ul style="list-style-type: none"> p6 interventions Super 6. 	-	ABA			
		<ul style="list-style-type: none"> Y11 Info evening 	-	SCA			
		<ul style="list-style-type: none"> Morning mentor en/ma/sc interventions 	-	SCA			
		<ul style="list-style-type: none"> Recoursing (as a last resort and only when absolutely necessary) 	-	JIN/JPR/SCA			
		<ul style="list-style-type: none"> Y11 Virtual Info evening 	-	SCA			
		<ul style="list-style-type: none"> Targeted home learning 	2,000	JPR/JIN			
		<ul style="list-style-type: none"> Grade 9 Boosters (lunch, break, saturday school, half terms, could be virtual) 	1,000	JIN/JPR			
		<ul style="list-style-type: none"> Introduction of Tassomai for independent learning (recall) 	4,800	JIN			
		<ul style="list-style-type: none"> Drop Downs 	-	KRU			
		<ul style="list-style-type: none"> All subjects will be offered opportunity to sit full suite of mock exams (i.e. all papers) in order to generate robust and thorough data for analysis. 	-	SCA			
		<ul style="list-style-type: none"> Mock exams in early November to support appropriate and more timely intervention 	-	SCA			
		<ul style="list-style-type: none"> DOAP/YOAP/SOAP meetings driven by outcomes team following data drops to analyse next step interventions and supports with ADs and HODs/SLs. 	-	SCA/JPR			
		<ul style="list-style-type: none"> 1-1 and small group en/ma/sc tutoring 	38,000	JIN, GFL, RDA, DMA			



DESIRED OUTCOMES ACTION PLAN, COSTING & EVALUATION

Based on the analysis, the academy plan to use the catch up funding to achieve the following outcomes:

IMPACT	SUCCESS CRITERIA	ACTION	COST	PERSON RESP	RAG TERM 1	RAG TERM 2	RAG TERM 3
OUTCOME 3: FOCUS ON NUMERACY AND LITERACY Ensure every student in every year has a rigorous focus on raising their numeracy and literacy skills.							
LITERACY							
	Students' reading age improves; Evidence of improvement in assessment scores. Improved standards in students' work.	Small group and 1-1 English tutoring to focus on those needing catch up across the school.	16,500	GFL			
	Students' reading age improves by at least 6 months	Accelerated Reader in Years 7 & 8 used to engage students in reading. Data informs teachers which students require additional support.	12,000 catch up fund	GFL/RCO			
	Students' reading age improves; Evidence of improvement in assessment scores. Improved standards in students' work.	1-1 phonics intervention for those students who need this in Years 7-8	-	GFL			
	Evidence of improvement in assessment scores. Improved standards in students' work.	Small group and 1-1 English tutoring to focus on those identified as High Risk and serious concerns for lack of engagement over lockdown.	16,500	GFL			
	Evidence of improvement in assessment scores. Improved standards in students' work.	Tassomai online intelligent digital learning and revision platform for all years 7,8,9,10,11	-	GFL			
	Standards of literacy improve with increased staff awareness of whole school strategy.	Literacy action plan in place to promote literacy across the curriculum.	-	GFL			
	Evidence of improvement in assessment scores. Improved standards in students' work.	Gained time in Years 7-9: 1hr for all Y7 & Y8; LA Y9 in French - separate curriculum focusing on reading and writing skills.	-	GFL			
	Evidence of improvement in assessment scores. Improved standards in students' work.	Gained time in Year 11 - extra English with subject specialist during Citizenship/core PE.	-	GFL			



DESIRED OUTCOMES ACTION PLAN, COSTING & EVALUATION

Based on the analysis, the academy plan to use the catch up funding to achieve the following outcomes:

IMPACT	SUCCESS CRITERIA	ACTION	COST	PERSON RESP	RAG TERM 1	RAG TERM 2	RAG TERM 3
OUTCOME 3: FOCUS ON NUMERACY AND LITERACY Ensure every student in every year has a rigorous focus on raising their numeracy and literacy skills.							
NUMERACY							
	Standards of Numeracy improve with increased staff awareness of whole school strategy.	To implement changes to the whole school numeracy strategy and promote Numeracy across Curriculum. Numeracy Policy in place and collaborative work with departments across school to promote Numeracy across Curriculum (Numeracy evident in individual Schemes of Learning)	300	RMA			
	Students are confident with their numeracy skills and have a clear understanding of basic calculations and methods to solve reasoning and problem solving questions.	Additional morning intervention of Purposeful Practice Maths(- Passport Maths Programme) for every child in years 7,8,9,10,11 for 25 minutes each week including puzzles, quizzes and real world numeracy problems.	450	RMA			
	Evidence of improvement in assessment scores. Improved standards in students' work.	Small group and 1-1 maths tutoring to focus on those needing catch up across the school (Mon, Tue and Wed).	pp -	RMA			
	Students will develop mastery in mathematics (fluency, reasoning and problem solving): evident in lessons drop-ins and assessment data.	HegartyMaths and Tassomai online intelligent digital learning and revision platform for all years 7,8,9,10,11	4800	RMA			
	Students will become confident in applying basic numeracy in reasoning and problem solving questions.	KS3 and lower KS4 students have numeracy based starters using Corbett Maths.	-	RMA			
ACROSS SCHOOL JOINT EN/MA CORE INTERVENTIONS							
	To ensure En/Ma crossover achieve the target set by the trust	Forensic data analysis of crossovers and leadership of intervention accordingly	-	GFL/RMA			
	To ensure all Year 11 students can have as much additional time to opt in to core subjects of en/ma/sc in order to achieve the most progress possible this year and at least to target.	YEAR 11 students given the option to remove themselves from PE for a further 1 hour a week intervention in english, maths or science.	-	JIN			



DESIRED OUTCOMES ACTION PLAN, COSTING & EVALUATION

Based on the analysis, the academy plan to use the catch up funding to achieve the following outcomes:

IMPACT T&L	SUCCESS CRITERIA	ACTION	COST	PERSON RESP	RAG TERM 1	RAG TERM 2	RAG TERM 3
OUTCOME 4: SUPPORTING INDEPENDENT LEARNING. Ensure that across the school students have access to a range of platforms and supports to embed independent learning at all levels and abilities.	All disadvantaged students have access to appropriate / suitable home learning resources and technology within the home.	Using the DfE laptop and dongle scheme, vulnerable laptop scheme and PP fund to aim for every disadvantaged student in the school to have home technology access.	-	JIN			
		All students are taught to use google classroom and all new parents are informed of our technology systems.		TFR/DGI			
	All staff are able to deliver high quality 'live lessons' through Google Classrooms.	Development of training resources and a flexible CPD schedule to facilitate high quality training and staff development.	-	JBN			
	Students grades in en/ma and science improve rapidly at least to target by the end of the year	Digital learning platforms flagged to parents and acquired as needed to allow independence via digital devices.	4800	JIN			
	Every student is able to access printing, help with GC and IT after school	After school access to IT in each pod.	-				
	Students develop a range of independent learning/ revision strategies that have a positive impact on long term memory retention and recall	Revision sessions, super6, holiday sessions utilise a range of revision techniques. Use of the new Rivers Way t&l pedagogy to enable practice and recall of knowledge. Drop down for SForm to embed these skills.	External Rev Sessions 900 per day	JBN/JIN			
	Lessons in school include opportunities for students to develop independent thinking behaviours and make reference to the school's core value of Independence.	Provision of resources by the T&L team that focus on metacognition and learning to learn in the classroom. CPD for staff that promotes the school's values. CPD provision for staff on metacognition. Learning walks and quality assurance of Teaching & Learning includes staff approaches to independent learning in the classroom. Teaching staff include a range of activities in lesson time that promote independent learning	-	JBN			



DESIRED OUTCOMES ACTION PLAN, COSTING & EVALUATION

Based on the analysis, the academy plan to use the catch up funding to achieve the following outcomes:

IMPACT ENRICHMENT AND CO-CURRICULA	SUCCESS CRITERIA	ACTION	COST	PERSON RESP	RAG TERM 1	RAG TERM 2	RAG TERM 3
OUTCOME 4: SUPPORTING INDEPENDENT LEARNING. Ensure that across the school students have access to a range of platforms and supports to embed independent learning at all levels and abilities.	All Year 12 students develop key skills in independent thinking, resilience, organistaion and time management	Drop down day planned to support the rapid development of students' key skills and attributes	-	HVI			
		Year 13 to support Year 12 in mentor time with implementation of key skills following drop down day	-	HVI			
	Most Able students have access to enrichment to develop their independent thinking and higher level skills ensuring they can access future opportunities	To continue to trial Brilliant club launched with key stage 3 students	1500	HVI			
		Elite scholars programme offered to all willing to put effort into improving	-	HVI			
	Ensure all year groups have access to enrichment opportunities that allow them to develop thier interests and independence in chosen areas	Set up Evolve club system to allow tracking of enrichment attendance and analysis of sub group attendance Student voice established to gain insight into enrichment opportunities that students wish to pursue The range of enrichment oppotunities is widened to meet the specific needs and interests of ORA students	-	HVI			
	Students develop a range of independent learning strategies	Drop down days, assemblies, Super 6, key speakers, links through Make Happen.	-	HVI			



DESIRED OUTCOMES ACTION PLAN, COSTING & EVALUATION

Based on the analysis, the academy plan to use the catch up funding to achieve the following outcomes:

IMPACT	SUCCESS CRITERIA	ACTION	COST	PERSON RESP	RAG TERM 1	RAG TERM 2	RAG TERM 3
<p>OUTCOME 5: ATTENDANCE AND WELLBEING. Ensure students are supported to return to school happily with a smile on their face and a swagger in their step. Here to learn and succeed!</p>	Attendance, specifically amongst groups of disadvantaged & SEND students are in line with national figures and returning to normal	<ul style="list-style-type: none"> Attendance for the whole school is at least in line with local and national figures by January 2021 and aiming to be higher. The attendance gap between disadvantage/SEND students and their peers reduces through the academic year PA figures are in line with local and national figures by the end of the academic year. Attendance for the whole school to be above national from 2018/19 by Summer 2021 Support offered for students who attendance is low - anxiety, COVID concerns, medical needs Staff aware of the current school attendance figures Students aware of their current school attendance 		DMA AO EXTERNAL AGENCIES SSA's			
	Vulnerable students demonstrate positive mental health, wellbeing and progress positively with personal and social development	<ul style="list-style-type: none"> Students feel well supported and safe Increased support for families through early help and multi agency working Introduction of a wellbeing app to support students whilst covid restrictions inhibit their usual access to student support Students know where to go for support and guidance and feel confident that concerns will be addressed Counselling will be available to identified students Interventions groups will be run aimed at specific student groups Referrals to external services and signposting will be made according to presenting need, offering appropriate support and intervention 		KGO SLT			
	Students demonstrate positive mental health and wellbeing and exceptional personal and social development	<ul style="list-style-type: none"> The academy environment is one of enjoyment, engagement and confidence Curriculum is coherently planned to support the rapid development of students' personal skills and attributes Student Leadership is introduced and embedded, with specialist ambassadors leading in Safeguarding, Mental Health and anti-bullying Interventions and support programmes are highly effective at building students' CORE values of character, organisation resilience and excellence Students and staff help and support one another 		KGO			

EXPENDITURE

This is a 'live' working document and as such is updated accordingly

SUBJECT RESPONSE	RESPONSE SUPPORT REQUESTED	ACTION	COST	COMMENTS
ENGLISH	Seneca Learning	• IS FREE FOR BASIC 200 COURSES	£0.00	
ENGLISH	Capita reading cloud	• Half price until end of July	£625.00	
ENGLISH	English Language books for small group intervention	• Purchase English Language revision guides and workbooks and reading skills workbooks	£171.00	
ENGLISH	Aid to teaching in bubbles across the school	• 7 visualisers to enable teaching without text books being shared	£218.33	
MATHS	800 Exercise books for mentor maths	• Already within Academy resources	£0.00	
MATHS	1000 Copies of a 300 page double sided book 'purposeful practice'	• 2 copies purchased to produce resources in house	£19.98	
SCIENCE, EN, MA	Revision workbooks for pp, most able pp?	• Wait until baselining and seek lists from ADs about those who would independently engage.		WAIT NOT WAVE 1, CAN BE SUPPORTED BY PP.
ALL	Ensure academy shop has workbooks across both key stages to buy and offer to pp	• JIN to work with AMA to get list refreshed and letter home.		WAIT NOT WAVE 1, CAN BE SUPPORTED BY PP.
SC, EN, MA	Tassomai online learning (science like hegarty, self marks), could possibly use Seneca (CAN to investigate)	• Get quote with mat discount. (Tassomai, will have en,ma,sc by sept)	£3,906.40	
HISTORY KS3	Additional books needed due to podding	• Ks3 additional text books would be useful due to needing to resource around the school. The folen's range. Invasion plague and murder + renaissance revolution and reformation + industry reform and empire + technology war and identity. A set of 20 of each except ren,rev and reform need 2 sets.	£1,873.00	
CACHE	Ncfe cache level 2 technical award in child development and education.	• Class set of text books to enable teaching across classrooms	£534.60	
ENGINEERING/DT KS3	Year 9 ,8,7. Islanded throughout school. Will need individual resource packs for localised learning. Will mostly be glue guns, straws, cardboard for a modified curriculum.	• Costed by SBR	£693.61	
DT: TEXTILES	Curriculum adapted to contain extra project of textiles.	• Pins, needles, scissors and materials to be ordered to facilitate this. Textiles	£218.41	
ART	Year 11,10, 8, 9 ,7. Islanded throughout school. Will need individual resource packs for localised learning. Will mostly be glue guns, straws, cardboard for a modified curriculum.	• A variety of equipment and trolleys to ensure 2 classes can be taught in each block and pod.	£669.86	
FOOD	Additional text books needed for y10	• Emailed CHY to source, 40 books at £20 each	£484.75	
FOOD	Additional equipment to enable demonstrations of practicals in non specialist rooms	• Aprons, mini portable ovens, potable hob, visualisers, chopping boards, knives	£594.63	
PE	Equipment to enhance teaching and improve access to practical elements of course	• Sit & Reach boxes, lifesize skeleton, text books	£920.89	
H&S	Ncfe cache level 2 technical award in health and social care	• Class set of text books to enable teaching across classrooms	£586.20	

CONT.

EXPENDITURE

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SUBJECT RESPONSE	RESPONSE SUPPORT REQUESTED	ACTION	COST	COMMENTS
MUSIC	Year 7-9 need to replan curriculum as cannot teach normal plan. Could do with buying RSL theory workbooks for each student and we teach that through the first term.			These books are expensive, probably approx £5 per student and they would each need one (we could buy the pdfs and print, not sure about copyright etc and printing costs?) SCA liaising with exam board to get cost and/or look at printing.
MUSIC	Replan curriculum for Year 7 - 9 to deliver practical music with how to play a ukelele	<ul style="list-style-type: none"> Purchase ukelele x 100 	£1,414.52	
MUSIC	Increase capability of software to enable teaching of Music tech in non-specialist rooms for KS4	<ul style="list-style-type: none"> Purchase additional Reason software licences 	£1,149.00	
GENERAL CURRICULUM	Enhance learning with use of whiteboards for all students and reduce risk by removing need to share	<ul style="list-style-type: none"> Magic whiteboard notebooks, pen and eraser provided for each student 	£2,075.60	
LITERACY	Increase usage of Accelerated reader with library lessons for Year 7	<ul style="list-style-type: none"> Replace laptop batteries in Library to improve performance, particularly with Accelerated reader 	£989.70	
READING	Provide resources for non-specialist teachers to improve KS3 reading skills	<ul style="list-style-type: none"> Purchase red level reading box 	£459.00	
ALT PROV	7 Laptops for retail and other coursework, complete in a year.	<ul style="list-style-type: none"> laptops provided - new not required 	£0.00	
			£17,649.48	
STAFFING COMMITMENTS				
Science	Graduate Teaching Assistants for SCIENCE	<ul style="list-style-type: none"> Engaged for 1 year with additional 1 year training if good candidate 113.50 (inc on costs) per day 	£21,565.00	Whole year term time only accounted for. Invoiced weekly
ENGLISH LSA	LSA for whole school small group support of En	<ul style="list-style-type: none"> Engaged for 1 year 	£16,517.00	
MATHS LSA	LSA for whole school small group support of Ma	<ul style="list-style-type: none"> Advert out for 2nd time... 	£16,517.00	Not yet appointed - advertising currently
			£54,599.00	
			TOTAL PLANNED AS OF 1ST OCT 2020	£72,248.48
			TOTAL AWARDED	£80,640
		TOTAL PART FUNDING REMOVAL OF CATCH UP LITERACY AND NUMERACY	£8391.52	