

1. Review of expenditure

Previous Academic Year 2019-2020

Budget £12, 544

Spend £13,250

i. Quality of teaching for all

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for DA, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
<p>Improve attainment and rates of progress of DA students and to ensure their progress is positive in EBacc subjects</p>	<p>Ensure no gaps in progress in English, maths, science, history, geography, Spanish</p>	<p>Expected progress: Year 7 Over 70 % DA students making expected or better progress in English , Maths, science, history, geography and Spanish</p> <p>Gaps exist in Drama and Sanskrit</p> <p>Year 8 Over 70 % DA students making expected or better progress in English , Maths, science, history, geography and Spanish</p> <p>Gaps exist in Spanish</p>	<p>Continue with targeted support in class, focus on enhancing stretch strategies and personalisation.</p> <p>Review maths teaching strategies as a priority for stretch of more able DA, enhance with new model for intervention.</p> <p>Teaching and learning focus on Drama and Sanskrit</p>	<p>£3500</p>
<p>Improve the literacy of all DA students</p>	<p>Improve reading age of DA students who are below chronological reading age</p>	<p>Structured reading programme in place tracked and monitored by SKI highlighted progress made by DA students in particular during term 1 and 2</p>	<p>Enhance reading support through reading logs and parental engagement.</p> <p>Targeted reading programme for those below chronological reading age.</p>	<p>£500</p>

ii. Targeted support				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for DA, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Prevent or narrow any gaps in progress through personalised intervention and support for DA students	Ensure that there is no gap in progress between DA and non-DA in English and maths	<p>Year 7 :STRENGTHS (<i>Over 70% of DA making good or exceptional progress</i>) English, Maths, Spanish and Art</p> <p>AREAS FOR IMPROVEMENT (<i>Between 50-59.9% of DA making good or exceptional progress</i>) None</p> <p>Year 8: DA students in all but 2 subjects (Spanish and Sanskrit) are exceeding school expectations with 70% or more of DA making good or exceptional progress.</p>	Area for focus – Geog, Drama and Sanskrit Year 7 HA DA out performing others in key core subjects , science and Maths	£3,000
Support DA student with English as an additional language to improve reading skills	NTE students to improve reading age by 12 months minimum within academic year.	Structured reading programme in place tracked and monitored by SKI highlighted progress made by DA students in particular during term 1 and 2	Programme interrupted during lock down, strategies developed to ensure students reading programme remotely and make accelerated progress once back in school face to face	£3,000

Regular attendance of students through tracking and monitoring. Target: 97%	Daily monitoring. First day calling - Family involvement.	Target of 97% achieved in term 1 Attendance checks were moved to remote tutor calls and logs during Spring term 2 and Covid lock down	Importance of pastoral role of tutor especially for raising engagement and attendance during remote on line learning. Wellbeing – feeling of community and avoiding isolating vulnerable groups of learners Attendance fluctuated due to Bubble closures from March 2020	£1000
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iii. **Other approaches**

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for DA, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Ensure finance is not a barrier for participation in school activities	DA students take part in school trips as much as non-DA students. Monitoring and participation of HAPS students and other students who are DA in whole school activities School trips and resourcing grants. Supporting students to develop an in-depth interest in a subject or activity.	DA students supported to attend Year 7 residential Belgium. DA students attend all 'Take it Further' activities offered: Learn by design Energy Quest: Y7 STEM Day EVENT Loughborough University campus TRIP Reading Rampage Big Bang Fair NEC Birmingham TRIP Loughborough University Art workshop at AFS	Continue and promote widely with parents. Due to covid restrictions unfortunately not all events were able to go ahead as planned but will be resumed as soon as restrictions are lifted Some events were able to be accessed remotely through our TEAMS and ZOOM on line platforms	£650

<p>Ensure each DA student has a clear understanding of their strength, ambitions and steps to success</p>	<p>Personal action plan for each DA student</p>	<p>Tutor mentoring establishing strong relationships and with each students and understanding their strengths and weaknesses. external careers advisor and/ or business mentor provision supplied to enhance understanding and provide personalised careers provision</p>	<p>Careers programme provided through online platform TEAMS and carried out successfully remotely as a direct result of school closure March 2020</p>	<p>£150</p>
<p>Provide regular coaching and mentoring for each DA student, focussing on academic resilience</p>	<p>DA students improve HW completion. Narrow gaps in progress across all subjects.</p>	<p>Mentoring and targeted EAL support face to face during term 1 - students to make good / expected progress. However during lockdown 1 as a direct result of covid coaching and mentoring transferred to remote calls with students and families – Daily through the tutor</p>	<p>In school face to face training with EAL TA support is essential to ensure that all students are able to access on line remote learning EAL TA's deployed to make regular wellbeing calls and mentor remote on line learning to ensure all students could access and complete all remote on line learning either in paper based resources or</p>	<p>£450</p>
<p>Covid curriculum and resources</p>	<ul style="list-style-type: none"> - Home learning packs for all DA from March 2020 - Invite all DA to attend as Key worker provision entitlement - Wellbeing newsletters for all DA and others families During lock down March 2020 - Wellbeing tutor calls and progress checks for all DA To minimise gap in progress due to 	<p>A rapid response team assembled to ensure all DA without a device were located devise and were given appropriate paper based home learning packs This was achieved successfully during March 2020 and positive qualitative feedback from parents and families.</p>	<p>Ensure all students trained as soon as possible to use school on line learning platforms Coherent and consistent approach from all faculty areas to produce , photocopy and post to all DA students with a sharp focus on LA and EAL DA Financial and where to locate support and services was an essential feature of all wellbeing bi weekly newsletters</p>	<p>£1000</p>

