

Details for Funding:

The catch up funding is to support children and young people to catch up lost time after school closure. Mainstream schools will get £80 for each pupil in from reception to year 11 inclusive.

Avon Valley Use and Impact of funding to date:

Income and Expenditure to date (May 2022):

Income		£87,960.00
Less Expenditure		
GL Education	£4400.00	
Class Charts	£5882.00	
Professional Fees		
2 X Academic Mentor	£55542.00	
2 X Mentor		
Inflatables Day	£3029.00	
Booktrust	£1341.00	
Sundry Items i.e. student prizes, revision packs	£608.00	
Theatre production – A Christmas Carol	£775.00	
Resources for the Library	£638.00	
Total Expenditure		-£72,215.00
Carry Forward to 2022/2023		£15,745.00

Impact of Expenditure:

GL Assessments:

Year 7 students arrived without any prior data owing to the March lockdown during Year 6 and no SATs testing. The GL Assessment platform was purchased to assess the students in different areas.; English, maths, reading and general ability and were not completed until after half-term, to allow student time to settle into AVS life and to not be 'tested' within the first few weeks of secondary school.

The GL assessments are completed on a computer and each assessment produces a report at both individual, class and year group level, allowing teachers to gauge the strengths and any areas for development and further teaching that may be required. The assessments were used to help the Faculty Leaders in Maths and English decide the setting for the students, alongside internal mini-assessments and teacher feedback.

The GL assessment also fed into the FFT software, thus giving the school some Year 11 estimates for the Year 7 students (usually driven by the KS2 SATS results)

Class Charts:

Class charts is a classroom management system that connects with SIMS and offers features that have supported the school through Covid-19

Why has the catch-up funding been utilised for class charts?

- Interactive Seating Plans for every class has allowed for an effective track and trace system to be implemented by the SLT and supporting team. Being able to identify a close contact when there has been a notification of a positive Covid-19 case has been essential in reducing the number of students that we have had to send home. By being able to identify close contacts, more students have been able to stay in school for longer periods, therefore not falling behind with their studies.

- Student App – Students have access to class charts on their phones, they can see their timetable for the day, this has allowed students to bring the correct equipment in on each day ready for the days learning.
- Parent App – Parents are able to see the students timetable, positive and negative points and detentions that have been awarded, this is updated daily. The points system gives parents the opportunity to see in which subjects their son/daughter are progressing in, after the initial lockdown, some students have become disenfranchised with specific subjects, the app allows parents to have these conversations with their child.
- Announcements – Direct announcements to the app has meant improved parental communication, especially when it has been concerning sending the students home due to Covid-19 self-isolation requirements. Improved communication with parents, creates a positive relationship between the school and its stakeholders, therefore this has a knock on effect of when we are now back into blended home learning, our parents are supporting us when we raise concerns.
- Attendance – Easier to use user interface for attendance monitoring has been utilised by the SWLs across the four houses. This has proved effective during the current lockdown to identify students who are not attending online lessons to initiate the necessary contact home.

Academic Mentors:

- A section of the catch up premium has been spent on two full time Academic Mentors employed via Hampton's Education. Both the mentors that have been employed are university graduates with aspirations of becoming full time secondary teachers within the next few years. The subject areas that they cover are English Language, English Literature and History. These subject areas were selected in order to support the School Development and Improvement Plan.
- Their main focus is to work with small groups of students across both Key Stage 3 and Key stage 4 in their subject specialism.
- During the lockdown period, both mentors are on site working with our Key Worker students. Both mentors have individual timetables of interventions with specific students, these have been organised with support from the Head of Faculty and SLT link. In the case of History, when students have a GCSE lesson via the online timetable, they work with the History Academic Mentor in a designated classroom, so that she can support with the online learning content.
- The impact of this intervention has been positive. Students now have the opportunity when in school to receive some face-to-face delivery of English and History. It is a welcomed variation from the online blended learning.
- Post lockdown the mentors will continue to be in school. Where the English Academic Mentors focus will be switched to Key Stage 3 small group interventions, with an emphasis on Pupil Premium students who have a larger "progress gap". The History Mentor will focus on supporting Key Stage 4, Year 11 and Year 10 GCSE History students, again in small groups, in order to support raising the attainment level in this subject and closing the gap on any lost learning.
- The English Academic Mentor has supported 40 Key Stage 3 students and 14 Key Stage 4 students on a fortnightly timetable. This has been small group work, with some students rotated in and out depending on level of need.
- The History Academic Mentor has supported 10 Key Stage 4 students on a fortnightly timetable and has supported in numerous Key Stage 3 History lessons.
- Feedback comments from recent Student Voice:

"It has helped to recap lesson work, recently we have been doing persuasive media in English, working in these sessions has helped us to remember it more and understand the topic better."

"I wasn't sure at first, because I thought I was good at English, but now I see it's about pushing me to the next level."

"I enjoy it, I'm not very good in the subject, therefore I see the benefits, because I want to be better."

Mentors:

Our 2 mentors supported our most vulnerable students with both online sessions during lockdown and in person when the school reopened.

Splash Day:

A small portion will be used to fund the final Splash Day of 2021. Traditionally this would be our Trips day, when students have the option to pick a specific trip (Warwick Castle, Go Karting, Rutland Water Park etc...). Due to restrictions and risk of positive cases this will not be possible. Therefore, the school will be hiring through JM Entertainment a series of activities and rides. The purpose of this is to support with the whole school positive mental wellbeing.

Sundry Items:

Prizes for students and revision supplies for Year 11 students.

Resources for the Library:

Additional books.

Theatre Day – A Christmas Carol:

An external theatre company performed A Christmas Carol (one of the GCSE texts) to the year 10 cohort on Wednesday 26 January 2022.

Planned Expenditure of the Carry Forward – Summer School 2022

Following on from the success of our Summer School 2021 we are planning on running Summer School 2022. The week long focus will be on mathematical problem solving and improving literacy skills. Students will engage in a number of practical mathematics activities, including Coordinate Battleships, Vector Football, Escape Rooms, Magic Maths and Data Analysis tasks. Literacy activities will be focused on different grammar games, reading, the writing of a daily journal and the active use of language in a performance environment.

We will assess the impact of the summer school intervention through the use of a survey of the participants and their parents/carers in September 2022.