

Acklam Grange School
COVID Premium Funding Report

Number of students and 'Catch Up funding received Financial year 2020/21	
Total number of students on roll	1,447
Indicative number of students eligible	1447
Amount of CUF received per student	£80
Indicative NYSR funding (forecast)	£115,160

Barriers for future attainment arising from lockdown period
<p>We have developed a large number of successful strategies to overcome the following common barriers for our school to enable rapid catch up:</p> <ul style="list-style-type: none">• Lower than expected levels of literacy skills• Lower than expected levels of numeracy skills• Low levels of resilience/independence• Reduced aspiration levels• Lower Self Esteem• Social and Emotional Barriers inhibiting progression and engagement• Reduced readiness for next steps

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Summary of Anticipated Catch Up Funding

Academic - £103,619

- Dedicated Literacy TA who will work with identified Yr 7 and 8 students to provide Lexia and Connect literacy intervention to close identified gaps.
- Study support after school facility for all year groups from 3pm to 4.30pm for Years 7 to 10 and to 5pm for Yr 11
- Employment of 1 Maths, 1 English and 1 Science qualified teacher on a fixed term contract for 30 weeks x 6 hours a day to deliver to identified groups of students
- Additional 100 Lexia licences for Year 7 students to support with identified literacy gaps.
- Purchase of Hegarty licence to support catch up in Maths
- Purchase of KS3 Assessment package (CAT/Literacy tests) for Year 7s to provide additional data on the student's starting point to allow for the correct pathway and intervention to be identified
- Tassami licence to support the students with their independent Science revision and retrieval practice
- Introduction of staff to parent messaging through Class Charts to increase home school communication and ensure that any students who are being educated at home are given the support they need to master the curriculum and make good progress
- Purchase of a Massolit licence to support Yr 9 and 10 students in closing any gaps
- Purchase of tablets to support the delivery of Lexia and Connect
- Purchase of laptops to support students who cannot access the remote home learning to ensure they do not fall behind with remote study and are able to master the curriculum and make good progress.
- The purchase of webcams to help the delivery of remote learning
- CGP New GCSE Science Knowledge Organiser and Retrieval Bundle
- Incentive schemes including Achievement League to encourage Year 11s to catch up
- The cost of running the academic mentoring programme

Pastoral – £16,211

- Purchase of I Can Covid packages to support students' wellbeing when isolating or working from home
- Purchase of the Rebalance programme to support students' wellbeing
- The cost of the wellbeing facility of Class Charts that is supporting students' well-being and providing a mechanism to keep students in their lessons
- Printing and posting of work packs for students with no internet access both during the school closure and to support students who are now isolating
- Food packages to support the most vulnerable students during school closure and ensure they had the basic necessities so that they could then focus on their education
- The cost of providing the Behaviour Modification programme
- The cost of having 2 behaviour support staff on site to support with any behaviour issues that arise in the first half term
- The cost of employing the school counsellor for 1 additional day
- The cost of an additional TLR for student well-being

Intended impact

The expected impact strategies above are to enable students to regain confidence in themselves, wellbeing and their learning and to catch up to a point that they are competent within their year group expectations and have a solid foundation from which to take their next steps. It is expected that all students are to be working towards their end of school progression target and are ready to make a successful transition to their next academic year. Students are also able to maintain good attendance and reduce any behavioural incidences throughout the year.

Impact on student outcomes

Academic

- 85% regular engagement with remote learning throughout lockdown periods
- Academic Mentoring students improved on average 1.1 grades for every subject from the start of the programme to the GCSE results (PP 1.13, SEN 1.0, CLA 1.0, Male 1.1, Females 1.1)
- 99% of all students have secured post-16 provision for September 2021

Year 7

- 97.6% of all students are working towards or at their target in English, whilst 47.4% are on or above
- 98.3% of all students are working towards or at their target in Maths, whilst 74.1% are on or above
- 83.2% of all students are working towards or at their target in Science, whilst 30.5% are on or above
- 43% of all blue pathway students accessing Lexia increased their reading age. 30% by 1 year and 14% by 2 years
- 62% of all students working with targeted TA Lexia programme increased their reading age. 44% by 1 year and 18% by 2 years

Year 8

- 95.2% of all students are working towards or at their target in English, whilst 38.3% are on or above
- 94.8% of all students are working towards or at their target in Maths, whilst 66.2% are on or above
- 87.5% of all students are working towards or at their target in Science, whilst 30.4% are on or above
- 72% of all blue pathway students accessing Lexia increased their reading age. 36% by 1 year and 36% by 2 years
- 65% of all students working with targeted TA Lexia programme increased their reading age. 28% by 1 year and 38% by 2 years

Year 9

- 95.3% of all students are working towards or at their target in English, whilst 43.4% are on or above
- 93.1% of all students are working towards or at their target in Maths, whilst 74.5% are on or above
- 93.0% of all students are working towards or at their target in Science, whilst 52.7% are on or above

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Year 10 *Data against 2019 estimates and (2020 4Matrix estimates)

In the last academic year September 2020 to June 2021, Y10 students made the following progress and were on track for:

- Progress 8 = **+0.29 (-0.16)**
- Attainment 8 = 49.79
- 69% of all students achieved a standard pass E/M basics (Grade 9-4)
- 46% of all students achieved a good pass E/M basics (Grade 9-5)
- 8% of all students achieved a high pass E/M basics (Grade 9-7)
- 36% of all students were eligible for the Ebacc. 33% achieved a standard pass and 29% achieved a good pass.
- 84% of all students achieved a standard English pass (9-4), 60% achieved a good English pass (9-5) and 14% achieved a high English pass.
- 71% of all students achieved a standard Maths pass (9-4), 55% achieved a good Maths pass (9-5) and 18% achieved a high Maths pass.
- 83% of all students achieved 5x 9-4 grades, 59% achieved 5x 9-5 grades and 28% achieved 3x 9-7 grades.
- Progress for all students in English was **-0.07 (-0.35)**, and **+0.17 (-0.26)** in Maths

Year 11 Results August 2021 * CAG data against 2019 estimates and (2020 4Matrix estimates)

- Progress 8 = **+0.95 (+0.50)**
- Attainment 8 = 54.82
- 76% of all students achieved a standard pass E/M basics (Grade 9-4)
- 52% of all students achieved a good pass E/M basics (Grade 9-5)
- 15% of all students achieved a high pass E/M basics (Grade 9-7)
- 26% of all students were eligible for the Ebacc. 26% achieved a standard pass and 21% achieved a good pass.
- 86% of all students achieved a standard English pass (9-4), 65% achieved a good English pass (9-5) and 21% achieved a high English pass.
- 80% of all students achieved a standard Maths pass (9-4), 59% achieved a good Maths pass (9-5) and 25% achieved a high Maths pass.
- Progress for all students in English was **+0.36 (+0.09)**, and **+0.68 (+0.25)** in Maths

Pastoral

- 4.22% FTE compared to 6.38% (AGS 2018/19) and 10.75% nationally.
- All groups of learners below for all FTE categories significantly below national.
- 604 behaviour modifications completed with 100% of students reducing the number of behaviour points.
- 95.2% attendance for Term 1 compared to national 94.8%.
- All groups of learner's attendance for Term 1 above national.
- Persistent Absence in line with national figure 12.7%.
- 98.8% punctuality to school achieved by all our students throughout the year.
- 572 students utilised Classcharts on 3157 occasions to inform staff of their emotional status.
- 377 students utilised Classcharts on 1132 occasions to inform staff they needed more support with 100% of all requests being supported.
- 372 counselling sessions were conducted and 46 clinical supervision for staff and students throughout the academic year.