

Covid Recovery Plan

Academy	% Pupil Premium Eligibility	Allocated funding 2020-2021
Covid Catch-Up 2020-2021	18.9%	£76,000
Covid Recovery 2020-2021		£27,000
School-Led Tutoring		£23,000
TOTAL FUNDING		£126,000

Spend to September 2021

Spend to November not available – will update ASAP

Academy	Income to date	Spend to date	Percentage Spend to date
Covid Catch-Up 2020-2021	£46,000	£3,000	6.5%

BBG

Overview

Since the onset of the initial lockdown in March of 2020 - due to coronavirus (Covid-19) restrictions - students have experienced unprecedented disruption to their education. The impact of the first lockdown had varied outcomes for students, but it is the ongoing uncertainty and isolations, as well as the lockdown in 2021, that have continued to affect our most vulnerable, and students from disadvantaged backgrounds, disproportionately. In order to mitigate the inevitable differences in educational experiences that students have had during the past year, the government has announced additional funding in order to support 'Catch Up' provision. We will use this provision to support our most vulnerable children and young people – as well as students who have 'fallen behind' where peers in previous

year groups might have been. This funding will be provided in 3 tranches. In accordance with the government guidance, evidence-based approaches which have been provided by the Education Endowment Foundation (EEF) have been selected as a pathway for BBG to address these differences. In order to track and monitor the interventions, we have categorised them as ‘teaching and whole school strategies’, ‘targeted approaches’ and ‘wider strategies’.

The total amount of funding allocated to BBG is £79,000 based on 976 students on roll, at a rate £80 per student. This will be received in three instalments but can be carried forward.

Targeted support					
Chosen action / approach	What is the evidence and rationale for this choice?	Desired Impact	Staff	Cost	Phase
Staffing for extra intervention on Saturdays and holidays for English and maths students. Similar programme for summer transition	Studies carried out by the EEF has evidenced that small group tuition is proven to be effective. Using specialist subject teachers who know the students' needs and aware of their gaps in knowledge can help accelerate the progress of students.	<ul style="list-style-type: none"> - Knowledge gaps are addressed developing the confidence of students - Support with developing exam technique and becoming more confident with more demanding questions on papers form specific exam boards. - Develop and focus on a specific strategies to maintain students' retention and application of key knowledge including filling in gaps from work missed through absence, so that they are able to confidently approach all questions 		£10,000	2 & 3
Targeted additional support for year 7-9 students who have been identified as	<ul style="list-style-type: none"> - Using internal subject assessment alongside the CAT assessments target appropriate additional support for these students to narrow the gap between them and 	<ul style="list-style-type: none"> - High levels of progress in literacy and numeracy for students 		£8,000	Ongoing

significantly below expected standards in terms of literacy and numeracy	their peers. This could include initiatives such as ARROW and Mathswatch.	identified as significantly below expected standards			
Increased Reading Opportunities through Group work / reading buddies.	Literacy Intervention programmes (Lexia, etc) - or support an additional period in the curriculum. Resources needed for this.	- High levels of progress in literacy and numeracy for students		£1,000	
Post 2:30 (P7 & 8) activities utilising wider agencies brought on site to support mental and physical well-being.	Develop partnerships already existing within the Academy and wider trust to allow students further opportunities to engage outside of school. (rugby, netball, yoga, etc) Use of outside agency specialist provision.	- Limit the emotional impact of extended lockdown.		£1,000	
Trust exam clinics	Trust exam clinics -hired venue/transport costs/Staff cost. - Sarah Bannister –Geography –PIXL advisor - Inhouse English delivery? - History -Andy Milner? To include opportunities for students to learn from a wide range of voices and perspectives, drawing on subject knowledge from across the Trust	- Improve student's subject knowledge and application of study skills		£1,000	
Additional support for form tutors to help them impact the attendance of their forms.	Form tutors do not have enough of an impact on the attendance of their form group. They need to be upskilled to make sure that interventions and support are being put in place in a timely manner to support all students.	More consistent approach from form tutors carrying out interventions when students need them most.	SWN	?	Phase 1 (training)
Counsellors	Several students have struggled to get back into the routine of attending school daily. A lot of the reasons behind these absences are due to anxieties. If we had a counsellor in place to support these students and their families that hopefully this would reduce cases.	Reengage students in education, this could be a long-term issue that they have been dealing with for some time or as an impact of COVID.	?	?	Ongoing

Easter Revision for Y7/8	Include interventions for year 7s/8s who had missed due to Covid in September 2021 in the Holiday programme for Y11 intervention at Easter – staff may be able to support further with elements of literacy / reading / maths	Students will have dedicated time to focus on improvement in a manner not available in school		£75/half day £150/day	Easter
Targeted Intervention for Y7 & Y8 disadvantaged pupils who are not meeting academic standards for secondary school	Create a programme of intervention led by a primary specialist, for small groups, during P7 time.	Students will have a dedicated member of staff supporting them to close gaps in reading and maths	2xPP (One Lead, One delivering)	£15,000	

Wider strategies					
Chosen action/approach	What is the evidence and rationale for this choice?	Desired Impact	Staff	Cost	Phase
Targeted support for students whose low self-esteem and emotional resilience has significant impact on their academic progress, particularly those students who are part of the succeed cohort	Students' experiences of the lockdown period will have been very varied. For some, it will mostly have been a safe and enjoyable time. For others, it will have been challenging or traumatic. For these students they will benefit from support/counselling and highly skilled mentoring from trained staff and specialists including the use of resources such as PiXL 'Build Me Up' to help them re-engage with school, particularly some of those who are from disadvantaged backgrounds and those in care. Allow for time to develop approaches and strategies which can be used develop emotional approaches bespoke to the needs of the students	<ul style="list-style-type: none"> Sessions are developed which help staff to better support students holistically in terms of the challenges due to the pandemic Bespoke targeted support for those students with significant needs or who have been adversely affected due to the school closures 		£1,000	
Parental engagement	<p>Parental support is crucial to support students to succeed. Parents have played a key role in supporting children to learn at home and it will be essential that continue to work with families particularly in terms of self-isolation or further closure.</p> <ul style="list-style-type: none"> Increased communication using text messages/postcards, daily tweets and letters to 	<ul style="list-style-type: none"> Increased engagement with school to ensure students are supported to improve outcomes Parents are better informed and where additional resources. need to 		£500	

	<p>ensure they are informed of the best ways to support the child's learning</p> <ul style="list-style-type: none"> - Working with families to reduce anxiety and encouraging attendance of students in line with government expectations 	<p>be deployed this can be done in a timely manner.</p>			
Additional books and resources	<p>Providing additional books and educational resources to families over the summer holidays, with support and guidance, for example, offering advice about effective strategies for reading with children. This will encourage a word rich culture and promote independent study for those who may not necessarily be able to access these resources. Instead of just providing revision invest in resources which will engage students in a range of subjects which are loaned out.</p>	<ul style="list-style-type: none"> - Increase engagement in lessons, thus reducing incidents of low level disruption - Increase the cultural capital of less advantaged students - Increase uptake of EBACC subjects 		£3,440	Ongoing
Access to technology	<p>Students' access to technology has been an important factor affecting the extent to which they can learn effectively at home. In particular, lack of access to technology has been a barrier for many disadvantaged children. Continue to work with the DfE/Trust to ensure digital devices for those eligible can be claimed, however where there are still gaps so the school will look to invest in building a small stock of additional devices alongside looking at innovative approaches to provide internet access.</p>	<ul style="list-style-type: none"> - Narrowing the gap due to resources so that students are able to access high quality resources - Increased engagement with school building strong relationships not just with students but the families and the community as whole 		£3,000	Ongoing
Rewards/incentives	<p>To boost attendance & motivation during scheduled intervention sessions</p>	<ul style="list-style-type: none"> - By making rewards visible to students there will be a greater desire to achieve them 			
Infrastructure upgrade	<ul style="list-style-type: none"> - Broadband Upgrade - Visualisers - Cabling to gym - Build lap tops 	<ul style="list-style-type: none"> - Allowing staff more / wider resources will improve the delivery of subject content, thereby improving quality of education for all. 		£2000 £6500 £500 £300	

Support excluded students (bus drive needed)	Student who did not engage over lock down may be more likely to pick up exclusions if they have fallen behind their peers and decide it's easier to misbehave than admit this. Look at reintroducing guest excursions (for 5 days or less) to support continuous learning in one form or another.	Lessen the impact of exclusions on individual student and the academies progress.	?	?	Ongoing
Support access to schools (taxis, staff availability)	Due to recent experiences some students are reluctant to return to school. There is a mixture of emotional and financial barriers that some of our students must battle daily. If extra funds or time (support) was available, then a real impact could be had in this area to support students getting back into school.	School will become more accessible for some of our students, hopefully improving on their progress and the schools.	?	?	Ongoing
Additional staff member to support with attendance (part time)	The number of students that are on role has grown to 1012. Despite this fact we still only have one AWO. As a result, capacity for home visits and other trust initiatives is limited.	Create capacity to carry out home visits in conjunction with the current AWO, as well as capacity to implement other strategies such as year 7 return to school interviews.	?	0.5 of an AWO	Ongoing

To consider

Additional Covid Related IT Spend
Licensing for student laptops – approximately £13 per device (£5,500) potential annual cost
Additional Covid Related Potential IT Spend
CloudDesignBox – Teams platform development and CPD (approximately £19k to set up and first year license - £9k pa after)

Targeted support - School Led Tutoring					
Chosen action / approach	What is the evidence and rationale for this choice?	Desired Impact	Staff	Cost	Phase
Staffing for extra intervention – extended school day for Year 7 (see data) Primary specialist tutoring	55 Students were identified according to the following factors: <ul style="list-style-type: none"> Overall average on CAT score (83.27 compared to an overall cohort average of 98.34) 	<ul style="list-style-type: none"> Knowledge gaps are addressed developing the confidence of students Reading/vocabulary gap development Develop and focus on a specific strategies to maintain students' retention and application of key 	SBC/SRE	£23,000	2

	<ul style="list-style-type: none">• Overall average on NGRT reading age (10y 3m compared to overall cohort average of 13y 1m)• Overall average on NGRT spelling age (8y 11m compared to overall cohort average of 11y 8m)• Receipt of pupil premium (14 pupils)• Identified SEN Need (19 pupils)	knowledge including filling in gaps from work missed through absence, so that they are able to confidently approach all questions			
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