

Recovery planning –progress against desired outcomes for September 2020 to July 2021

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

Outcome 1	Ensure all Year 10 & 11 pupils have access to ICT and a quality assured on-line platform of bespoke/tailored support
Success criteria	<ul style="list-style-type: none"> • All pupils to be subscribed to Seneca learning platform for access to high quality learning resource • All disadvantaged students have access to an appropriate / suitable home learning resources and technology within the home that supports accelerated progress. • All pupils are able to access Microsoft Teams for home-learning and uploading all lessons from each day – allows pupils to access this at home or if self-isolating. • Parents are able to support with pupils learning • All students secure an appropriate Post-16 progression route through effective coverage of the Gatsby Benchmarks and appropriate 1 to 1 support • No pupils fall into the NEET bracket
Impact / Evidence	<p>100% of pupils requiring laptops for working from home received one</p> <p>100% of pupils given log ins for on-line learning platforms and use is tracked</p> <p>Quality in Careers Mark awarded July 2020</p> <p>100% year 11 have at received at least one 1 to 1 interview with careers advisor</p> <p>100% of year 11 have completed a flight path for next steps and qualifications required to underpin the next round of RAP meetings next term</p> <p>100% year 11 enrolled on Unifrog</p> <p>Year 10 and 11 parents have been offered online sessions relating to remote learning, support with exams and next steps (cancellation of exams)</p> <p>Parents evenings for year 10 and 11 were prioritised this term</p>

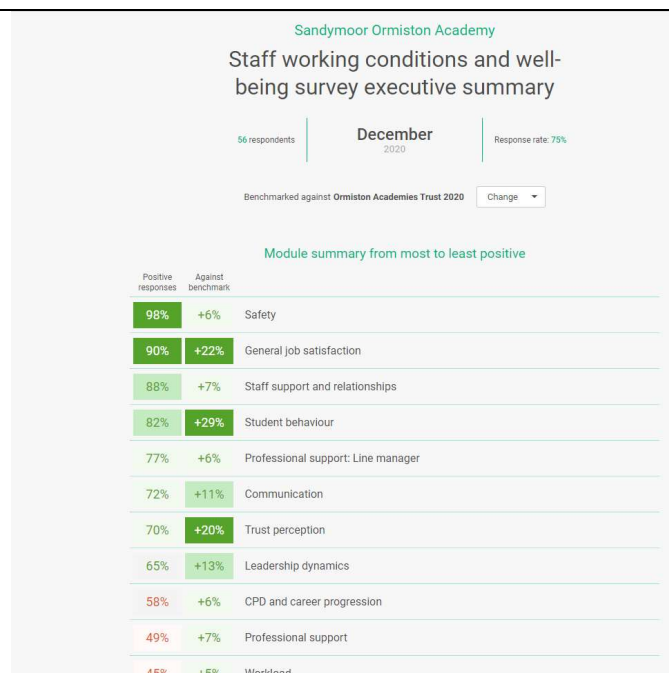
Outcome 2	All year 7 students have access to highly effective bridging and recovery schemes of learning across all subjects
Success criteria	<ul style="list-style-type: none"> • All Schemes of Learning respond effectively to the curriculum deficit from year 6 providing a high level of continuity and coherency due to the joint planning with primary partners • Year 7 students' learning progresses quickly because of the intense focus on retrieval and building for progression • Year 7 students display high levels of confidence, enthusiasm and motivation • Year 7 students display high levels of leadership skills, teamwork and personal skills and attributes because of our deep commitment to personal development • Interventions are coherently planned which underpin the skills and knowledge required to access the full curriculum and support identified students in making rapid gains in the areas of reading and numeracy – English (NNE) and Maths (AAB and) and Science (NHO) looking at GL progress tests assessment data to inform tutor KS3 skills builder in form time
Impact / Evidence	<p>Year 7 ATL scores for Sept-Dec: (ATL 1 = outstanding to 4 which is requires improvement)</p> <p>55 % of Year 7 scored 1 in 3 or more subjects</p> <p>35% of Year 7 scored 2 or above in 3 or more subjects</p>

	<p>(90% of year 7 received learning scores of 1 or 2 in at least 3 subjects)</p> <p>Year 7 remote learning engagement figures for Jan-March:</p> <p>82% Gold learners (90% attendance to live lessons)</p> <p>7% Silver learners (89-75% attendance to live lessons)</p> <p>5% Bronze learner (74-50% attendance to live lessons)</p> <p>Only 2% fell below 50% attendance</p> <p>Attendance of year 7 from Sept – March stands at 96.5%</p> <p>Progress data</p> <p>95% of year 7 are on track in most subjects (DC1 in January 2021)</p>
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Outcome 3	<p>English, Maths and Science tuition programme</p> <p>Short, medium and long term curriculum plans effective for all year groups that mitigate lost learning.</p> <p>Disadvantaged pupils are offered the support required to ensure their progress has not suffered as a result of the school closure.</p>
Impact / Evidence	<ul style="list-style-type: none"> • Heads of Faculty produce curriculum plans with action plans for tutors to address gaps • Year 10 & 11 students are provided with intervention opportunities throughout the academic year that ensure time in English, mathematics and science is regained • 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 • Tutors are provided with training through OAT to ensure their pedagogical practices are of a very high quality • Knowledge Organisers and Retrieval books are of high quality and available for all pupils to support retrieval practice and 'new' learning • Progress of all KS4 pupils improves: Basics at least in-line with National figures or better Progress at least in-line with National figures or better
Impact / Evidence	<p>OAT training provided for tutors. Effectiveness of tutors is tracked individually but overview provided here:</p> <ul style="list-style-type: none"> • Outcomes for Maths, 4.51 average point score improvement from 4.40 and an improvement in grade 5+ from 42% to 54%. Statistics is area of focus for our tutor and there has been an increase from -1.11 to -0.75. • Outcomes for English are improving, APS was 5 and has now improved to 5.48. Impact can also be seen within the basics for English language, in 2019 78% 4+ and now we are tracking at 80%. We were previously 52% 5+ and now tracking at 67%. 20% 7+ and now 32% 7+ from predictions from mocks • Tutor for Science is used far more strategically for individual students for topics (pinpointed to quantitative). We will measure chemistry / quantitative scores to assess impact. Improvements in Chemistry Attainment: from 2019 to 2020 Mocks evidence 5+ improved from 82% to 91% and 7+ improved from 35% to 57% <p>Outcomes for year 11 basics calculated from Nov mock data – DC1 (unseen and 5-10% uplift)</p> <p>50% 5+ combined Eng and Maths</p>

	70% 4+ combined Eng and Maths P8 lies between confidence intervals +0.59 and -0.18
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Outcome 4	Bespoke CPD programme ensures quality first teaching across the academy – ‘Great teaching is the most important lever schools in improving outcomes for their pupils’ (EEF Guidance Covid 19 June 2020)
Success criteria	<ul style="list-style-type: none"> • Development of staff interest in wider professional reading and curiosity to drive evolution of CPD to become more evidence and impact based at individual level which will further fuel improvements in teaching, staff confidence etc. • Continue rapid increase in student outcomes and school improvement, for example, successful retrieval practice strategies are driving student progress. • Effective use of TEAMS and on-line learning to ensure increased abilities for students to work independently. • ‘Reading to Learn’ strategy is consistently embedded into pedagogy across school and is visible in lesson visits. • Sandymoor Teacher’s PRIDE Charter is visible in lesson visits/deep dives with great teaching observed. • Staff regularly engage in professional learning and this is evidenced in CPD log. • Coaching conversations are supported and have common framework • Strategies and learning is used to inform development of pedagogy which is subsequently visible in lesson visits and deep dives. • Staff Voice confirms that CPD is meaningful and practical, and above all, relevant to their individual needs. Improves morale and self-esteem and positive mental well-being as feel valued. Staff can be at ‘their best’ • Subject Development is informed by resources and articles, and personal areas of interest are supported and developed. • Curriculum is refined in terms of threshold concepts, assessment points and methods and resource
Impact / Evidence	<p>Edurio survey results Term 2 indicated:</p> <ul style="list-style-type: none"> • 90% of staff (+22% OAT benchmark) felt general job satisfaction • 55% of staff felt supported with lesson preparation (removing the NA responses). Co-planning now dominates the CPD schedule for next term (April-July) in an aim to improve this as well as subject development and pedagogical practice. Overall • 65% of staff felt that school-based CPD had helped them a lot or a little to improve their performance



1 out of 2 staff on informal support plans have successfully passed following an intensive period of coaching and support

Curriculum plans are now developed along with curriculum snap shots

Mystery shopper pupil voice conducted in term 2 following return of pupils indicates, there is inconsistent practice in ensuring lessons are engaging and vibrant – there has been a re-focus on developing a passion for learning and a thirst for knowledge – focus for staff

Deep dives will recommence term 3


CPD effectiveness tool now allows us to calculate a score for each faculty and individual basis to ensure best practice – impact statement March 2020-21

Outcomes for year 11 basics calculated from Nov mock data – DC1 (unseen and 5-10% uplift)
 50% 5+
 70% 4+

Outcome 5	<p>Reading to Learn strategy launched and quickly embedded</p> <p>All students make rapid progress in their literacy so that deficit is rapidly diminished by Easter 2021</p>
Success criteria	<ul style="list-style-type: none"> • Students read fluently, confidently and accurately • Students reading levels are at an age appropriate level by summer 2021 • 'Reading to Learn' is embedded across the academy as is impactful for all students. Reading interventions for identified students are successful and they make rapid progress • Students Oracy within lessons is excellent • Students use of key terminology within speaking and writing tasks is improving
Impact / Evidence	<p>Curriculum maps with evidence of reading for betterment across all subjects for all year groups (sequencing tools – planned reading as a focus)</p> <p>Reading Ages have been baselined using GL assessment – summer re-test will evidence impact</p> <p>Purchased a new package with the aim of improving the progress of those pupils whose reading age falls well below their chronological age. Impact to follow. (loss of Accelerated Reader)</p> <p>QA of form time indicates reading aloud is embedded across the school twice per week for 20 mins each</p> <p>Oracy is being developed across subjects – weekly oracy focus delivered in form for term 3 and cascaded across subjects for that week</p> <p>WOTW continues to show engagement – Epraise points going up for use of WOTW evidencing use of tier 2 language both written and oral</p>

Outcome 6	<p>Attendance rates, specifically amongst groups of disadvantaged students are above national figures for 2019-20</p>
Success criteria	<ul style="list-style-type: none"> • Attendance for the whole school remains at least in line with national figures by January 2021 • PA figures remain better than national figures • Attendance for disadvantaged students is as high as their peers
Impact / Evidence	<p>Friday lunchtime celebrations of attendance and attitudes to learning/going above and beyond.</p> <p>Attendance for whole school for Sept – March 21st:</p> <p>Year 7 = 96.5%</p> <p>Year 8 = 96.1%</p> <p>Year 9 = 93.8%</p> <p>Year 10 = 93.9%</p> <p>Year 11 = 95%</p> <p>Whole school = 95.1%</p> <p>PA lies below national average (11.6%) 13.14% is National Average for 2019-20</p>

Outcome 7	Enhance positive mental health and wellbeing through an exceptional personal and
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	social development programme
Success criteria	<ul style="list-style-type: none"> • The academy environment is one of enjoyment, engagement and confidence • Our curriculum is coherently planned to support the rapid development of personal skills and attributes. • Pupil voice is positive and listened to • Students and staff help and support one another • Interventions and support programmes are highly effective at building students resilience, self-esteem and self-belief • Staff are happy and healthy and feel at their best – staff voice is listened to • SLT identified as Social Emotional Leaders by Anju Virdee
Impact / Evidence	<p>Positive events up to date</p> <p>September #helloyellow</p> <p>October Halloween dress up</p> <p>November 'I'm a staff member get me out of here' & Movember charity fund raiser</p> <p>December Christmas dinner day / jumper day/ Elf day / staff pantomime / Spread Some Sparkle / Rewards / Elfing week / Shoe box of love appeal / Halton Haven / Dogs home / Christmas card competition / Anthology for our community</p> <p>January 'Turn pink for Elodie' </p> <p>February 'Freshen up Friday'</p> <p><i>'I have actually seen my son smiling and laughing today, thank you Sandymoor'</i></p> <p>March World Book day competition, Comic relief & Sandymoor to Toyko fitness challenge for staff</p> <p>Staff voice</p> <p>EduRio staff survey results found that 88% of staff (+7% OAT benchmark) felt supported through their relationships in SOA.</p> <p>Pupil and parent voice over lockdown 3 indicated:-</p> <p>247/290 pupils questioned expressed they were happy during lockdown 3 (85%)</p> <p>220/290 had no worries (76%)</p> <p>256/290 did not require any further support over lockdown (88%)</p> <p>For those that indicated that they needed further support were allocated a support package</p> <p>Parental voice during lockdown (37)</p> <p>11 felt the family needed more support, 22 felt their child was worried but coping and 25 knew who to contact for support. 5 out of 37 asked for additional support and this was provided.</p>

Spend Plan 2020-21

	Programme	Cost	Person Responsible
Outcome 1 Ensure all Year 10 & 11 pupils have access to ICT and a quality assured on-line platform of bespoke/tailored support Breakdown of software: Tassomai sends the students a daily quiz. This is tracked and in turn means that the learning that follows is tailored – very detailed breakdown of QLA – diagnostic and analytical GCSE pod provides short video clips for all subjects – diagnostic element allows staff to individually set bespoke tasks. Uni-frog – gives students personalised plan as to where they are hitting the Gatsby Benchmarks ready for FE.	Additional computers & dongles	£5000	LGA (taken out)
	Unifrog	£1500	RRU
	Tassomai on-line learning platform for each KS4 student [Sci and Maths]	£2052	DJO
	GCSE Pod	£2000	DJO
	Seneca	Free	DJO
	Total	£5 552	
Outcome 2 All year 7 students have access to highly effective bridging and recovery schemes of learning across all subjects to supplement gaps from Primary School	Treasure Island books for English	£359	EFR
	Total	£359	

<p>The full spreadsheet of information from feeder Primary Schools relating to curriculum coverage:-</p> <p>https://sandymoorschoolorg-my.sharepoint.com/:x:/g/personal/joness_sandymoora_co_uk/EcfMH49bK5IKjleO0WUeqmUBrr7YeW_vlBX45LiPHbDd4w</p>			
<p>Outcome 3</p> <p>Tutors are recruited for English, Maths and Science</p> <p>Plan and implement short, medium and long term catch-up curriculum plans for all year groups that mitigate against lost teaching time.</p> <p>Home learning resources supplied for the most disadvantaged</p>	Empowering Learning Tutors (English, Maths and Science)	£8000 (25% of their full cost)	JSU
	Home learning resources		JSU
	Knowledge Organisers & Retrieval workbooks	£1823.50	
	Total	£9823.50	
<p>Outcome 4</p> <p>Bespoke CPD programme ensures quality first teaching across the academy.</p> <p>Click the link for the full presentation:</p> <p>https://sandymoorschoolorg.sharepoint.com/:p:/r/sites/DawnsTeam/_layouts/15/Doc.aspx?sourcedoc=%7BB088B9D9-50B6-46E4-A297-337743F7B6CC%7D&file=Opportunities%20for%20Sandymoor%20arising%20from%20Closure.pptx&action=edit&mobileredirect=true</p>	Provide all staff with essential reading material (see detailed list) in partnership with Reading to Learn strategy	£1,503.60	KGR
	Fully resource the CPD library to provide a wide selection of key pedagogy and research-evidence based materials	£500	JSU

	Purchase CPD package "Walk thru's"	£840 (for 3 years) £150 (for 30 copies of book)	JSU
	Provide all staff with membership of the Chartered College of Teaching	£1575	JSU For those who want it we have purchased this
	Facilitate subject specific Pedagogy Conferences	Time	HOD (online sessions attended (for example David Didau)
	Provide all staff with membership of subject specific association & Subscription to Leadership Matters	£1750 £200	JSU
	Total	£6,613.60	
Outcome 5			
Reading to Learn strategy launched and quickly embedded All students make rapid progress in their literacy so that deficit is rapidly diminished by Easter 2021	Form time books	£4050	KGR
	Dictionaries	£718	KGR
	Spelling Bee / Sandymoor 100	£200	KGR

https://sandymoorschoolorg-my.sharepoint.com/:p:/g/personal/joness_sandymoora_co_uk/ES94iDrIRwtOuEOk2y5BTtsB1shTAfR-mrDcEjW-7Di-HQ To see the full #iwill plan please ask SJO	prizes		
	Badges	£200	KGR
	Photocopying for skills builder booklets	£200	KGR
	Total	£5368	
FUNDED THROUGH THE #IWILL project			
Outcome 6 Attendance rates, specifically amongst groups of disadvantaged students are above national figures for 2019-20 (Friday lunchtimes)	Attendance prizes	£500	PCA
	Total	£500	
Outcome 7 Enhancement of positive mental health and wellbeing through an exceptional personal and social development programme and staff support	Part time mentor for the ARC Nurture team	£8000 + £4300 for 2 tutors	LDO
	16 hours of tuition for the most vulnerable	(already in the budget - not counted in	

		(his)	
	Additional Positive Futures counselling £400 per week (36) in total	£7200 (half of £14,400)	RRU
	Themes of the week & drop down days relating to mental wellbeing	£600	RRU
	Implementation of an enhanced rewards system focused on development of students	Already in the budget	OK
	Tailored life skills lessons (SE1 programme)	NA	
	Total	£15800	
	Total	£38648.10 (Allocation £38880 based on NOR of 484 x £80)	