



## Sir Christopher Hatton Academy Recovery Fund / 2021-2022

Summary information		
Total premium - £89,440		
Academy priorities		
Student Voice	Prepare students for success in the 21 <sup>st</sup> Century by becoming confident speakers, accomplished writers and avid readers.	
Curriculum Innovation	Develop successful and lifelong learners; caring and confident young people and adults; and, responsible global citizens who are prepared for the changing world of work.	
High Quality Staff Development	Support, develop and empower staff to become expert, world class practitioners who consistently deliver high quality provision.	
Aiming for Excellence	Create a culture in which students self-regulate to ensure that they are always ready and dressed for excellence, with an attitude of respect, kindness, interest and empathy.	
The following EEF research has been used to spend this funding: <a href="#">Putting evidence to work: a school's guide to implementation</a>		
Summary of strategies		
Teaching and whole school strategies	<ul style="list-style-type: none"> <li>• Staff Subject CPD</li> </ul>	£15,000
Targeted support	<ul style="list-style-type: none"> <li>• GCSE Pod</li> <li>• KS4 Literacy Programme</li> <li>• Hegarty Maths</li> <li>• Laptops</li> <li>• Subject Specific Resources</li> <li>• Tutoring</li> </ul>	£5,000 £1,000 £2,000 £9,000 £5,000 £20,000
Wider strategies	<ul style="list-style-type: none"> <li>• Careers</li> <li>• HBACC (Character Programme)</li> <li>• Mental Health</li> <li>• Outward Bound Residential Trip</li> </ul>	£9,000 £5,000 £6,000 £12,000
Total		£89,000

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Strategies							
Academy Priority	Strategy	Rationale	Research	Success Criteria	Implementation	Who	Cost
High Quality Staff Development	External Speakers	Staff will be provided with CPD sessions from external speakers who are at the forefront of pedagogy in their subjects.	<a href="#">Putting evidence to work: a school's guide to implementation</a>	Staff will develop their pedagogy and develop teaching and learning strategies used to teach their subject content.	Curriculum leaders will organise external speakers, of their choosing, for the departments. This will take place in the April training day.	CLs	£10,000
Curriculum Innovation	GCSE Pod	<p>We have subscribed to GCSEpod to give students access to an additional resources.</p> <p>This can be used both for remote learning if students have periods of absence and also as a tool for CLs to use to set additional work as part</p>	<p>Correlation between use of GCSEpod useage and results.</p> <p><a href="#">Evidence - GCSEPod</a></p>	<p>That GCSEpod will have been used by multiple faculties as part of their intervention programme.</p> <p>That students who use GCSEpod will see increased progress in the subjects that they use it as evidenced by pp, GL data and GCSE results.</p>	<p>We have subscribed to GCSEpod that allows our students to have access to most curriculum areas. CLs can use this facility to set additional work for students who have gaps in their learning.</p> <p>This can also be used when students are isolating to aid their remote learning.</p>	AB	£5,000

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		of their faculties catch-up programme.					
Student Voice	KS4 Literacy Programme	<p>Students in Year 10 and 11 have not received the benefit of targeted reading intervention during KS3 due to logistical issues caused by school closures and Covid safety measures.</p> <p>These students will need a targeted intervention programme which develops the skills needed to pass GCSE English Language at</p>	<p>Research supporting Grammar for Writing intervention and Accelerated Reader is published in Literacy and Numeracy catch up strategies by the Department of Education (09/2018) : <a href="https://publishing.service.gov.uk">Literacy and numeracy catch-up strategies (publishing.service.gov.uk)</a></p>	<p>Students to achieve at least a grade 4 (or make one grade of improvement) following intervention in each intervention group: Y10 X 15 students. Y11 x 15 students.</p>	<p>Year 10 and 11 students to receive intervention during form time three times a week from term 2 onwards. Sessions to be delivered by an English teacher.</p>	S Harcup	<p>Grammar for Writing (AQA) available through Oxford University press: £235 = VAT (lessons and resources)</p> <p>£225 (Grammar for Writing books x 30 students to develop essential reading skills)</p> <p>£50 (10 AR licences to support students in Y10 and 11 who previously required urgent intervention in March 2020).</p> <p>Total = £1,000</p>

		<p>grade 4/5 or above.</p> <p>A select number of students identified as requiring urgent intervention at the end of Y8/9 should be provided with the opportunity to take part in the Accelerated Reader (AR) programme/ monitor their reading age.</p>					
Curriculum Innovation	Hegarty Maths	Promote student independence and allow the closing of the gap for pupils.	Foster independent learning	Students able to consolidate and apply their learning independently.	Pupils have access to the website and Hegarty skills are used for revision lists and DIRT objectives.	S Bolton	£2,000
Curriculum Innovation	Student Laptops	Students will be loaned laptops to access their Academy's	School-led tutoring guidance (the national tutoring programme) <a href="https://publishing.service.gov.uk">School-led tutoring guidance (publishing.service.gov.uk)</a>	The tutoring programme will improve the student's progress,	Students will use their laptops and provided with evening subject	A Bell	£9,000

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		tutoring programme if they do not have access. This also took place during remote learning due to school closures.	Covid 19 Support Guide for schools (EEF) <a href="https://www.educationendowmentfoundation.org.uk/covid-19-support-guide-for-schools">Covid-19 support guide for schools.pdf</a> ( <a href="https://www.educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> )	outcomes and close any gaps that the pandemic brought.	tutoring sessions by Academy staff.		
Curriculum Development	Subject Specific Resources	Departments have bid for money to purchase resources that can be used as part of their recovery curriculum and to support pupil progress.	Covid 19 Support Guide for schools (EEF) <a href="https://www.educationendowmentfoundation.org.uk/covid-19-support-guide-for-schools">Covid-19 support guide for schools.pdf</a> ( <a href="https://www.educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> )	Student's attainment and progress will improve as a result of using the curriculum resources based on their termly data.	ICT – KnowItAllNinja (student online learning resource)  Design & Technology – Design & Technology Association (DATA) (classroom resources and teacher CPD to support teaching and learning)  English – KS3 writing workshops with author Marcus Sedgwick  Sociology – revision guides for students.	CLs	£200 for subscription for KS3-5  £250 for membership  £1,300 for 3 sessions by Marcus Sedgwick for KS3  £200 – revision guides for KS4 students

					<p>Mathematics – revision guides, workbooks and test books.</p> <p>Mathematics and Statistics - MyMaths and Boss Maths (student online resources)</p> <p>MFL – Language Gym (student online resource)</p> <p>Science – workbooks and revision guides.</p>	<p>£800 - £2.70/revision guide, £2.70/workbook and £2.25/test book. All pupil premium students in year 10 and 11 to receive this for free.</p> <p>£800 subscription for MyMaths and £100 for Boss Maths for KS3-5.</p> <p>£150 for resource for KS3-5.</p> <p>£1,300 - £7.29/workbook and £6.49/revision guide. All pupil premium students in year 10 and 11 to receive this for free.</p>
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							Total = £5,000
Curriculum Innovation	Tutoring	Research shows that tutoring in small groups has a big impact on progress. Students should not be taken out of lessons, but instead, this will be run in the evenings.	School-led tutoring guidance (the national tutoring programme) <a href="https://publishing.service.gov.uk">School-led tutoring guidance (publishing.service.gov.uk)</a> Covid 19 Support Guide for schools (EEF) <a href="https://educationendowmentfoundation.org.uk">Covid-19 support guide for schools.pdf (educationendowmentfoundation.org.uk)</a>	The students selected in term 1 will see an increase in their pp and GL outcomes by term 6.	18 tutors paid at £30 per hour. Tutoring groups of 4 students through TEAMS for approximately 25 weeks. 72 students selected using term 1 professional predictions and GL data. Students will be issued with a laptop to aid access if they require it.	AB	£20,000
Curriculum Innovation	Student Voice (7, 8 and 9)  Careers and Wider Curriculum	To raise aspirations of our students across KS3-5.  KS3 – focusing on providing opportunities for students to improve student voice and character.  Year 9 – to gain experience of work places.	<a href="#">Evidence for Raising Aspirations   Ambition Institute</a>	KS3 – sessions will be attended by all students and online evaluation forms will be completed.  University trips - Students are able to see what is available to them.	Year 7,8 and 9 students to attend Young Enterprise workshops to raise aspirations, gain links to the real world and enhance character and core competencies.  Year 10 – 2 University visits throughout the academic year - one vocational and one red brick depending on current working	S Lane	Young Enterprise membership - £1,000  Year 10 University visit – £3,000 (cost of coach only). Year 12 University visit

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		<p>KS4 (Year 10) – targeted opportunities to raise aspirations based on career relevance and ability and supporting post 16 options early.</p> <p>KS5 – to raise aspirations to attend Russell Group Universities.</p>		<p>Students are inspired and motivated to succeed.</p> <p>Year 9 Work Place Visit – students visit the work place gain a valuable insight into a working day.</p>	<p>grades and career aspirations. Year 12 – aspirational university visit.</p>		<p>£2,000 (cost of coach only)</p> <p>Year 9 work place visits – £3,000 (cost of coach only)</p> <p>Total = £9,000</p>
Aiming for Excellence	HBACC	<p>Funds to go towards external speakers to inspire students to develop in some of the 15 character skills leading towards flourishing students who can self-regulate and</p>	<p>From the Character Education Framework, DfE):</p> <p>Research suggests that there are enabling character traits which can improve educational attainment, engagement with school and attendance.</p> <p>A literature review for the Education Endowment Foundation and Cabinet Office found that:</p> <ul style="list-style-type: none"> <li>➤ High self-efficacy, or self-belief, is associated with better performance, more persistence and greater interest in work;</li> </ul>	<p>Students complement their form time learning with inspiring talks from external speakers, students become inspired to develop their character alongside their</p>	<p>Through assemblies, during HBacc lesson, off time table days and afterschool.</p>	A Barlow	£5,000

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		have empathy towards others	<ul style="list-style-type: none"> <li>➤ Highly motivated children (linked to tenacity) driven internally and not by extrinsic rewards show greater levels of persistence and achievement;</li> <li>➤ Good self-control (or self-regulation, the ability to delay gratification) is associated with greater attainment levels; and</li> <li>➤ Having good coping skills (part of being able to bounce back) is associated with greater well-being.</li> </ul> <p>Other studies have suggested that:</p> <ul style="list-style-type: none"> <li>➤ schools which develop character well help drive equity and social mobility for their pupils.</li> </ul>	academic learning.			
Curriculum Innovation	Mental Health	Cohort testing of all year groups 12 months apart to identify areas where further support is needed and evidence impact of any interventions with these cohorts over the course of 12 months (£800 per	<a href="#">Home : Mentally Healthy Schools</a>	Measureable improvement in emotional wellbeing and resilience of the cohorts when tested 12 months later. Senior lead in mental health trained and developing resources and programme for students to promote	Testing completed during Lifeskills in Term 2 this academic year and next academic year. Senior mental health lead trained by Christmas and programme of measures in place by summer team to benefit all stakeholders including the test cohort.	LS	£6,000

		cohort x 6 cohorts = £4800) plus training for senior mental health lead to ensure skills are in place to embed a whole school approach (£800).		emotional wellbeing for all stakeholders.			
Curriculum Innovation	Outward bound residential trip to Caythorpe.	Provide financial support to ensure all year 8 and 9 students attend the residential trip to Caythorpe.	EEF research highlights these trips: <ul style="list-style-type: none"> <li>➤ Improve self-confidence</li> <li>➤ Higher impact for teenagers and the more vulnerable</li> <li>➤ Develop perseverance and resilience</li> <li>➤ All has a knock on impact on academic outcomes.</li> </ul> Has an impact of +4	Improved self-confidence, perseverance and resilience leading to improved academic outcomes.	Trip for all of year 8 and 9 to Caythorpe.	A Barlow	£12,000