

**BRAYTON
Overview**

Students have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The government has announced additional funding to support children and young people to catch up, this 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. In order to track and monitor these have been categorised as teaching and whole school strategies, targeted approaches and wider strategies.

The total amount of funding allocated is £40,000 in academic year 2020-2021 when there were 591 students were on roll. In 2021-22 there are 701 students on role.

| Teaching and whole school strategies | | | | | |
|--------------------------------------|---|---|-------------|-------|-------|
| Chosen action/approach | What is the evidence and rationale for this choice? | Desired Impact | Staff | Cost | Phase |
| Additional testing | <p>All students will need support to transition back to school and is important that students who require additional support are identified as early as possible to ensure specific additional targeted support can be provided in a timely manner.</p> <ul style="list-style-type: none"> - CAT Testing (£10-12,000 TRUST COST) - implement CAT Testing during Transition period in Year 6 in order to set students at start of Year 7 rather than October half-term. - Additional effective diagnostic testing – reading and phonic testing - Externally set-marked moderated examinations for core exams. | <ul style="list-style-type: none"> - Ensuring accurate and up to date information will create opportunities for teachers to share information about students’ strengths and areas for development ensuring timely interventions can be implemented - Increase in the proportion of students in line with or above their chronological reading age | CPA/ RTH | £3000 | 1 |

COVID Catch-up Funding Strategy overview for Brayton Academy

| | | | | | |
|--|--|---|-----|-------|---------|
| | <ul style="list-style-type: none"> - Exam markers to be paid for if necessary Y11 consultation outcome dependent. | | | | |
| CPD for staff on developing high quality remote learning | <p>Evidence published in the EIF research shows that it is important to develop the subject knowledge of the teachers but also focusing on teachers' pedagogical content</p> <ul style="list-style-type: none"> - knowledge of how to teach the particular subject. With this in mind and the significant shift to adapting traditional teaching practices it is important to allow for time and additional resources (CPD library) so that technology use can be maximised to improve the consistency of quality first teaching - ensure remote learning strategies transition to in-school applications (ie – homework tracking) - develop remote learning (Ongoing) - Embed bespoke remote learning & Covid-necessitated platforms: Nearpod, GCSE Pod, Mega Seating Plan, etc | <ul style="list-style-type: none"> - Improve rates of progress, and reduce the knowledge gap that is created with students having to self-isolate - Encourage self-reflective and innovative approaches to teaching | CWA | £500 | Ongoing |
| Development of curriculum to embed cultural capital into all areas | <p>The importance of students experiencing a wide range of cultural capital and ensuring students understand beyond their own local community and from other cultures and religions/faiths/beliefs.</p> | <ul style="list-style-type: none"> - Greater experience and tolerance of other cultures and beliefs as students re-enter a wider society post-Covid lockdown. | CPA | £3000 | |

COVID Catch-up Funding Strategy overview for Brayton Academy

| | | | | | |
|---|---|--|-----|------|--|
| Investing in embedding resilience within the curriculum | To develop and include metacognition and self-regulated learning through research based curriculum design, empowering students with the ability to take control of their organization and study skills. Staff CPD to improve the use of diagnostics to accelerate progress. | - Support students to increase their independence in their own learning - such as Prep and homework club | CPA | £300 | |
| | | - | | | |

| Targeted support | | | | | |
|---|--|---|-------------|--------|-------|
| Chosen action/approach | What is the evidence and rationale for this choice? | Desired Impact | Staff | Cost | Phase |
| Staffing for extra intervention across all subjects in response to need. 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. | - 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. | AMO/ CPA | £20000 | 2 & 3 |

COVID Catch-up Funding Strategy overview for Brayton Academy

| | | | | | |
|---|---|---|---------|--------|---------|
| | | <ul style="list-style-type: none"> - 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 | | | |
| <p>Targeted additional support for year 7-10 students who have been identified as significantly below expected standards.</p> | <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 their peers. - Investing in Impress the examiner to identify and support the progression from KS2-KS3 and address gaps in learning/skills caused by successive lockdown. Targeting across English, Math and science. - Identify and intervene with targeted Yr10 students who are recognized as having a sustained a lack of progress during lockdown and blended learning. Ongoing subject assessments will be used alongside reported data from the impress | <ul style="list-style-type: none"> - High levels of progress in literacy and numeracy for students identified as significantly below expected standards | CPA/JPI | £10000 | Ongoing |

COVID Catch-up Funding Strategy overview for Brayton Academy

| | | | | | |
|---|---|---|-----|-----------------|--|
| | platform to monitor engagement and progress. | | | | |
| Post 2:30 (P7 & 8) activities utilising wider agencies brought on site to support mental and physical well-being. | <ul style="list-style-type: none"> - NHS 'Well-being in Mind' project used to support students' mental health. - Use of NHS/CAHMs to promote/train staff's competency in mental health first aid. | Better student mental health as we enter the next stage of the Covid 19 pandemic response | JPI | £0 (NHS Funded) | |
| Careers guidance/next steps for Post 16. | <ul style="list-style-type: none"> - Historic data about choice of Level3/2 courses shows that there may be a low expectation culture with students not accessing suitable level of course. | <ul style="list-style-type: none"> - More students accessing Level 3 courses. Zero % NEET. | SDA | £500 | |
| | - | - | | | |
| | - | - | | | |

| Wider strategies | | | | | |
|---|---|--|-------|-------|-------|
| Chosen action/approach | What is the evidence and rationale for this choice? | Desired Impact | Staff | Cost | Phase |
| Additional books and resources to promote reading including transition reading and resource pack. | <ul style="list-style-type: none"> - Providing additional books and educational resources to families over the summer holidays and beyond, 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 | <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 | CPA | £1000 | |

COVID Catch-up Funding Strategy overview for Brayton Academy

| | | | | | |
|----------------------|--|--|-----|-------|---------|
| | 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. | <ul style="list-style-type: none"> - Increase uptake of EBACC subjects - Accelerate reading progress and reduce the progress gaps of less advantaged children | | | |
| Access to technology | 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. | <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 | AMO | £2000 | Ongoing |