

Catch-Up Funding 2020/2021

In response to the Covid-19 pandemic, the government has announced £1 billion of funding to support children and young people to catch up. This includes a one-off universal £650 million catch-up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time.

Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on curriculum expectations for the next academic year.

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances. To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a coronavirus (COVID-19) support guide for schools with evidence-based approaches to catch up for all students.

As with all government funding, school leaders must be able to account for how this money is being used to achieve the central goal of schools getting back on track and teaching a normal curriculum as quickly as possible.

At Priestnall, we have used the EEFs recommended 3 tier strategy of allocating funds to the quality of teaching, targeted academic support and wider strategies.

1. Summary information					
School	Priestnall School				
Academic Year	2020/21	Pupils on roll	1282	Allocation	£102,560

2. Lost-time issues. <i>These are the barriers the school has identified on the return to school after closure. These include barriers which are still emerging as we are managing the return to full-time education for all pupils.</i>	
In-school barriers	
A.	Literacy & reading ages: Students have either returned to or joined the school after closure with significant reading and vocabulary gaps.
B.	Wellbeing & behaviour choices: Several students have returned to school struggling to settle and get back into routines. This has led to poor behaviour choices leading to missed work and disengagement.

C.	Gaps in knowledge across all subjects: Subject heads have reported a significant variation in pupil progress as a result of school closure. Some students are significantly behind, whilst some are fully up to date.
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External barriers

D.	Lack of access to IT at home: Students have returned to school having done minimal work due to no access to a PC, laptop or tablet at home.
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3. Outcomes

	<i>Desired outcomes</i>	<i>Success criteria</i>
A.	All students have reading ages in accordance with their targets.	<p>A highly effective reading strategy is in place to drive improvements in the reading ages of all our pupils and compensate for lost teaching time. Literacy needs to be part of everyday school life and involve all staff. It should feature in all the school's improvement plans and be visible around the school.</p> <p>An effective assessment system will be used to determine the needs of the pupils. Where pupils are identified as needing support, targeted intervention will be in place.</p>
B.	All pupils to show respect and courtesy towards staff and towards each other. All pupils to attend lessons on time, ready to learn.	<p>Health and wellbeing issues for particular pupils are addressed by pastoral teams and support put in place to help pupils make good behaviour choices, including use of the new Restorative Hub.</p> <p>Attendance concerns to both school and lessons is communicated home regularly, encouraging dialogue with parents and carers.</p>
C.	All students, in all year groups will address gaps in their learning, whether this be through timetabled lessons, remote learning or targeted intervention.	The curriculum remains broad and ambitious and all pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment. Knowledge gaps are addressed through high quality timetabled lessons, the remote learning strategy, on-line packages, and targeted intervention delivered by Priestnall staff or external tutors.
D.	All students, in all year groups have access to either a PC or Laptop with internet access at home.	An effective IT strategy that supplies or gifts devices to families who ordinarily would not have the means to purchase them.

4. Planned expenditure

Academic year	2020/21
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The headings demonstrate how we are using the catch-up fund to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Impact on attainment?
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All students, in all year groups will address gaps in their learning through timetabled lessons or remote learning.	Subject specific requests for funding specific to their area, which will improve the quality of teaching and help students to fill knowledge gaps.	High quality classroom teaching remains the single most effective strategy in closing gaps in learning. Subject teams are best placed to determine what additional resources could support high quality teaching and help students address any gaps.	Subject bids for funds have been assessed on their estimated impact and value for money. Implemented at department level.	PSS/DDC	Successful bids have been implemented at department level, with feedback on impact on attainment recorded through line management.
	<p>Science: Y11 Sets 1 & 2 provided with a '10 Minute Test' and a 'Maths Skills' book.</p> <p>Y11 sets 3 & 4 provided with a 'Combined Target 5' book.</p> <p>Year 11</p>	Y11 Students have had little time to practice exam-style questions since returning to school in September as class teachers have had to spend additional time reviewing the work students completed over lockdown. Some students do not have access to a printer and so would find it difficult to access and complete exam style questions at home.	All Y11 students studying Combined Science will spend one hour per fortnight in class using the books to practice exam style questions.	HAY	Impact assessed by subject teachers and assessment results. Students will have access to high quality exam practice questions during their fortnightly Exam Practice in Class (EPIC) lesson. These books can be taken home and used by students after the March mock exams. Teachers will set revision and homework tasks from the books for students to complete at home if they are self-isolating or if whole classes are learning online which will help students complete the work needed.

	<p>Geography: AQA GCSE (9-1) Geography Second Edition Student eTextbook</p> <p>AQA GCSE (9–1) Geography Workbook (For Y11 only)</p> <p>Year 10 and 11</p>	<p>Currently there is a wide range of completion of work from lockdown and this means that many students have knowledge gaps in at least one whole topic from the GCSE. Students will have access to an online textbook that covers the content for Papers 1 and 2. This will allow students to revisit topics that took place during lockdown both when completing independent study and revision to ensure that they have a full understanding of all the topics. It will also mean that students have access to the textbook to complete remote learning if required due to self-isolation. Year 11 students will be provided with a workbook that accompanies the textbook that they can use to prepare for the exams. The workbook contains knowledge retrieval activities as well as support with exam technique, model answers and mark schemes that students can complete independently alongside the e-textbook to better prepare for exams.</p>	<p>Will be used for Years 10 and 11. How to use this resource will be taught in lessons and regular check-ins will take place on Y11 completion of the workbook.</p> <p>Full tracking of use will be monitored via dynamic learning platform.</p>	<p>JR</p>	<p>Students who have knowledge gaps due to limited completion of work during lockdown will be able to use this to help with catch-up and preparation for the exams. Students who did complete work during lockdown will be able to use this to build their confidence in the lockdown topics and prepare more thoroughly for the exams. Impact assessed by subject teachers and assessment results.</p>
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	<p>Geography: Geographical Skills and Fieldwork for AQA GCSE (9–1) Geography</p> <p>Year 11 initially, then subsequent Y11 students each year.</p>	<p>Students were/are unable to complete their fieldwork due to lockdown and Covid-19 risk assessment guidance but still will need to answer questions on unfamiliar fieldwork in the Paper 3 exam. Usually, we use the fieldtrips to prepare students for this section of the paper which is the most effective method as they have first-hand experience of the different skills and techniques which they can then practice applying to unfamiliar contexts during the subsequent in-class lessons. This textbook prepares students for the fieldwork questions and therefore we can use it in class to ensure students are still able to understand the fieldwork enquiry process.</p>	<p>Lessons that prepare students for unfamiliar fieldwork will be planned collaboratively across the team. In addition, the March mock will contain questions on this aspect of the course and will provide data on the impact of the teaching and learning and will be used to inform future interventions before the exams.</p>	<p>ANS</p>	<p>All students will be prepared for the section on Paper 3 that covers unfamiliar fieldwork that they are unable to prepare for through fieldwork activities and will therefore make more progress to achieving their target grades. Impact assessed by subject teachers and assessment results.</p>
	<p>PE Bid: OCR Cambridge National Sports Text Books</p> <p>Years 10 & 11 initially, plus future students who opt for the subject.</p>	<p>The books are designed to support learners with completing coursework through giving example evidence.</p> <p>Books will remain in school (but will be available to isolating students) and can be kept and used with future cohorts.</p>	<p>Will be used for Years 10 and 11. Full tracking of use will be monitored.</p>	<p>LYH</p>	<p>Students are at different stages due to work completed over lockdown. The textbooks will supplement high quality teaching and Prepares the students for both the internal and external assessment with opportunities to test and consolidate understanding. Impact assessed by subject teachers and assessment results.</p>

	<p>PE Bid: Climbing wall instructor qualification to support students in Year 11 to address gaps in their learning through provision of a climbing assessment for GCSE PE.</p> <p>Year 11 initially, plus future students who opt for climbing specialism</p>	<p>Students have missed a lot of work, in the practical areas of the course due to lockdown and NGB restrictions.</p> <p>Many students don't have access to all of their sports at present, therefore the students will benefit from this, especially those who are disadvantaged due to the cost of the activity. In the event of lockdown or NGB rules continuing it will put back their progress again. Other schools in Stockport have offered the same 2-day course and received a very positive impact on their students' outcome.</p>	<p>Students will take part in the 2- day course. They will learn all relevant areas and be assessed/videoed.</p>	<p>JAK</p>	<p>Offers significant support to students achieving a very low score in one of their 2 sports. Impact assessed by subject teachers and assessment results.</p>
	<p>Art: Provide an 'Art Pack' of key materials for students to use at home when completing catch up work, homework and when they are self-isolating.</p> <p>Year 11 initially, then subsequent Y11 students each year.</p>	<p>Students have missed a lot of work, all of which is practical. In order to enable students to catch up we are setting more work to complete at home. Many students don't have access to art materials and cannot complete artwork outside of the classroom. All students will benefit from this, especially those who are disadvantaged. In the event of self-isolation, this is an important factor in students not falling even further behind. We expect to collect the packs in at the end of the school year and top up ready for next year. This will keep the cost down after the initial set up cost.</p>	<p>All students will be issued with a pack and asked to keep it at home. Work will be continued to be set to be completed at home in line with the use of the materials.</p>	<p>APN</p>	<p>We know our students are willing to work at home and the restriction for them is access to equipment. This was the main barrier during lockdown and the recent period of self-isolation. Impact will be seen in improved outcomes as a result of this equipment and their ability to work away from the classroom.</p>

	<p>English Literature: Provide two key revision materials for students to use at home when completing catch up work, homework and when they are self-isolating.</p> <p>Year 11 initially, then subsequent Y11 students each year.</p>	<p>Students have missed a lot of Skills practice and Literature content. In order to enable students to catch up we have sourced two resources: one is a set of revision cards for Literature (the most challenging text is the Shakespeare, 'Romeo and Juliet') and the other is a book focusing on the reading skills for Language. The Language book is extremely accessible in terms of layout, content and colour. The cards are particularly appealing to visual and kinaesthetic learners. In the event of self-isolation, these could be utilised independently. We intend to collect the cards and books in at the end of the school year and top up ready for next year.</p>	<p>All students will be issued with a pack of cards and a book and asked to keep it at home and sometimes to bring in to use in class. The cards are a preparation for the final mock Literature exam thus students should be more 'versed' in the basics of plot and character before they have to return to the more challenging aspects of theme and language. Work will be continued to be set to be completed at home in line with the use of the materials.</p>	<p>DH</p>	<p>We know our students are willing to work at home and the restriction for them is complexity of text (Romeo and Juliet) and literacy skills (addressed by the Language book). These resources are colorful and accessible to all as they are relevant to lower ability yet have aspects that stretch A and T. We expect to see all students make greater progress and the impact will be assessed by subject teachers and assessment results.</p>
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	<p>MFL: Onatti Films</p> <p>Years 7,8,9,10,11</p>	<p>Addition of cultural element to any enforced home learning. This is a resource we could use in class and easily set follow up work using resources available as part of the package. Aiming to enhance home learning and add interest/vary resources.</p>	<p>Will be used for Years 8/9/10 (and hopefully Years 7 and 11 depending on film and timing) Each film has linked worksheets and activities that we would use following on from lesson content or preparing for new topic. Can be in place for set work in the case of any Year group bubble self-isolation.</p>	<p>SKD</p>	<p>Impact will be seen in enhanced interest of pupils in the event of home learning.</p>
	<p>Languages Online EXTRA subscription. For all 9 Year 10 and 11 MFL classes.</p> <p>Years 9,10,11</p>	<p>Languages Online is a free resource we use currently. There are topical activities, but its strength is the grammar activities section. The EXTRA subscription allows teachers to track the pupil completion and performance</p>	<p>Will be used for Years 10 and 11. Set mostly as homeworks following on from lesson content or preparing for new topic. Good for independent learning and filling any gaps in learning. Will be in place for set work in the case of any Year group bubble self-isolation. More regular ICT suite bookings following on from the successful HT1 sessions with all Y10 and 11 classes. Full tracking of use will be monitored.</p>	<p>SKD</p>	<p>Languages Online will help fill any knowledge gaps. Enhance understanding of grammar with various quickfire task that are marked for the students. Teachers being able to track and monitor pupil usage, time spent, scores and follow up accordingly with praise and/or support.</p>

	<p>History:</p> <p>Edexcel Pearson Books: will provide students with a detailed text book published by Edexcel.</p> <p>My Revision Notes Pack: will give students an additional workbook to complete within lessons or for additional support/revision.</p> <p>Revision cards: will be useful to use within lessons at the end of each content heavy topic. Target 5 Target 9 guides – differentiated revision guides which will benefit A&T, PP and SEN students.</p> <p>History magazine subscription - will be available for all students to enhance literacy skills.</p> <p>Years 10 & 11 initially, then subsequent Y10 & 11 students each year.</p>	<p>Students will have gaps within their subject knowledge, having been taught a huge chunk of their GCSE online. There were many students who failed to attend online sessions. In order to enable students to catch up we are setting more work to complete at home and implementing more interventions. The new resources will allow the department to use additional variation of intervention and support. Additionally, all students will benefit from this, especially PP and SEN. Pupil's will be able to access these resources at school and home as the department will have the initiative to transfer the new resources via the VLE.</p>	<p>All students and staff will have access to the new materials within the department. Staff will be able to use the new range of resources to plan new and effective intervention for the entire cohort. The resources can be used continuously throughout the GCSE course.</p>	<p>JVH</p>	<p>Impact will be immediate amongst the entire cohort, especially disadvantaged students. The resources bought can be used each academic year. All resources can be used within lessons, TEAMS teaching, via the VLE and for revision and homework purposes.</p>
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	<p>Music: GCSE Music students are given comprehensive revision and practice guides (with audio CD). These guides are much more comprehensive than what we currently have access to.</p> <p>Years 10 & 11</p>	<p>Students have lost a lot of lesson time and are now behind with their composition coursework. This coursework can only be completed in class; Lessons that would normally be used for exam prep will now have to be used for coursework completion.</p>	<p>GCSE students will be issued with the materials which will be used to set homework activities.</p>	<p>GAP</p>	<p>Students will be better prepared for the Listening and appraising exam. Impact assessed by subject teachers and assessment results.</p>
<p>All students can benefit from a high-quality remote learning offer if not in school through Covid related isolation.</p>	<p>If full year groups are isolating, timetables made available to all students of live 'teams' lessons following their normal timetable.</p> <p>If individual students isolating, teaching schemes of work are available on 'frog' for all subject areas.</p> <p>This will also benefit students who are absent for non-Covid related reasons.</p> <p>Years 7,8,9,10,11</p>	<p>We have an obligation to provide work for students who are not in school – and it is stated in the recent guidance that this <i>must</i> be available immediately. The Frog-based approach is an appropriate means of providing work –co-ordinated at department level-without needing to ask individual teachers to send out their own materials for <i>every</i> lesson that they teach where students are absent.</p>	<p>Implementation will be through a blended approach incorporating live, interactive lessons and tutorials/'Office hours' sessions via Microsoft Teams, pre-recorded 'lesson' videos on YouTube or Frog and supporting tasks via Frog.</p>	<p>TJC</p>	<p>Hardware such as webcams / microphones already purchased.</p>

<p>The school's remote learning strategy will be strengthened by the integration of a substantial digital support package.</p>	<p>The subscription to GCSE Pod for all Year 10 and 11 for an initial 3 year period.</p> <p>GCSE Pod covers 28 qualifications.</p> <p>Years 10 & 11 for 3 years, although all year groups can be given log-ins.</p>	<p>GCSEPod was showcased on BBC News as part of a story about how schools are introducing blended learning, and how they are supporting their students to continue learning despite any disruption linked to the Coronavirus.</p> <p>GCSE Pod is the most reviewed and the highest rated on EdTech Impact, the largest independent review platform of education technology.</p>	<p>GCSE Pod use will be promoted by all subject areas and student use tracked by our digital lead.</p>	<p>TJC/GNW</p>	<p>GCSE Pod is proven to increase confidence, promote independent learning and on average has proven to increase student's progress 8 score by 0.7 if used regularly. Impact assessed by subject teachers and assessment results.</p>
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To improve communication around SEND students that will improve outcomes.	Provision mapping software subscription which will streamline processes and capture needs/provision that all staff can engage with on varying levels. Years 7,8,9,10,11	The current systems in place to track students with SEND use a variety of programmes and information is kept in several areas. The current SEND Register alone is administratively intensive and prone to changes being accidentally being made by staff due to the way that they need to access the Excel document. There is no integration with SIMS and all costed provision mapping must be done by hand for each individual pupil. At present the assess-plan-do-review cycle and EHCP review processes are completely separate. This software will allow us to easily gather teacher input in the process as per the SEND CoP, produce instant reports, including those who are PP. Produces a one-page profile for each student. Information from staff is collated and attached to individual pupils Tracks outcomes to show effectiveness of support and interventions. Suggests interventions and targets that can be personalised. It also supports transition.	The programme streamlines the SEND Register keeping all information in one place in a system that links with SIMS to ensure that information is always up-to-date. Many of the features of the programme are statutory requirements so those will have to be met by law,	KBG	The software will significantly reduce admin time, reduce workload, involve teachers and ultimately, improve results for those students with SEND. With a more user-friendly platform staff will access pupil profiles, use them and feedback on strategies. This will strengthen the collaborative approach, understanding of SEN needs and raise aspirations.
Total budgeted cost					£29,400
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Estimated impact?

<p>Disadvantaged students in Year 7 and 8 can make rapid progress in English</p>	<p>Access the National Tutoring Program for a 15 week tuition package for 24 Year 8 and 24 Year 9 students who are Pupil Premium / SEND / Lowest reading age through disrupted transition.</p> <p>Years 7 and 8</p>	<p>EEF evidence suggests small group tuition can have a positive impact. There is also evidence that disadvantaged pupils benefit more than others when the program extends the school day, having increased attendance at school, improved behaviour, and better relationships with peers.</p>	<p>The On-line tuition company 'MyTutor' will deliver the program. Administered by the PPLM and supervised by the literacy lead. Data analysed at each collection point.</p>	<p>RGM/DDC</p>	<p>Students on the program will make rapid progress in improving their reading age. Impact assessed by subject teachers and assessment results.</p>
<p>All students have reading ages in accordance with their targets</p>	<p>Online reading diagnostic tests. Termly NGRTs</p> <p>To provide data on reading skills that can be used to evaluate effectiveness of literacy interventions as well as inform teaching and Learning</p> <p>Year 7</p>	<p>The current data from KS2 is limited in depth and detail in order to be used effectively to gauge student skill level. The data provided by the NGRTs has layers of diagnostic detail and creates reliable reading ages that can then be tracked termly. Reading ages are a recognised assessment that can be used for progress checking as they are measured against the student chronological ages and can show incremental improvements for interventions that cover a short period of time. The pack also includes resources for some intervention strategies and progress records.</p>	<p>The NGRTs will be administered through IT department during English lessons and the report generated will be shared with all staff. Reading ages can also be entered into SIMs for teacher references. English departments will use the RAs to promote reading for pleasure and allow students, parents and teachers to choose appropriate and challenging reading texts. The Test will be taken again mid-year and at the end of the academic year for all Y7 students to track reading progress and skill development. Literacy lead will administer further test mid intervention and post intervention to establish effectiveness of the MyTutor programme for the targeted Y7 and Y8 intervention students</p>	<p>RGM</p>	<p>This test will significantly improve the ability of English teachers to encourage reading outside of the classroom. It will also allow teachers of other subjects to plan and prepare reading activities that will target all students using accurate data. The data will enable interventions to be effectively evaluated and provide diagnostic data to enable forward planning for future interventions.</p>

<p>Robust data is available to establish literacy levels in Year 7 after disrupted transition.</p>	<p>Online Cognitive tests. CAT4</p> <p>To provide detailed cognitive data on all Y7 students that can be used to predict targets and inform teaching and learning.</p> <p>Year 7</p>	<p>Due to the lack of Y6 SATs, there is a little reliable data for the incoming Y7 class. CAT4 is an assessment of developed abilities in areas known to make a difference to learning and achievement – namely verbal, non-verbal, quantitative and spatial reasoning – and it provides an objective perspective on potential student achievement. CAT4 also provides indicators for national tests and examinations such as 9-1 GCSE and A level indicators. There is a support resource pack that can also be used in teaching and learning activities.</p>	<p>CAT4 will be administered through the IT department and the report generated will be shared with SLT to provide data to be used in whole school target setting. The report will also be shared with Directors of Learning and Curriculum Leaders to enable departmental planning. Data will also be used to identify students for interventions programmes for Literacy, Numeracy and SEND.</p>	<p>RGM/JLW</p>	<p>CAT4 data will enable school to set reliable whole school targets and will allow DOL and CLs to develop curriculum, plan schemes of work and build teaching strategies more effectively using holistic cognitive data.</p>
<p>Increased Year 11 support in Maths for the furthest behind target.</p>	<p>Maths Whizz subscription, part of Pixl build up program for 22 Year 11 students.</p> <p>Year 11</p>	<p>Designed by expert educators and educationalists who specialise in methods of learning which best inspires accelerated progress, confidence, and enjoyment during maths lessons.</p>	<p>Maths team and designated member of the department to work with the 22 students selected.</p>	<p>KD</p>	<p>Secured free of charge as part of PiXL Build-up program. Impact assessed by subject teachers and assessment results.</p>
<p>All students, in all year groups are supported to fill in any gaps in their learning through targeted intervention.</p>	<p>Coordinated targeted intervention program for Year 11 during school holidays. Students to receive high-quality incisive teaching to fill any knowledge gaps using the latest internal assessment data when routines are more settled. Year 11</p>	<p>EEF states small group tuition can have a positive effect. This will be delivered by Priestnall's subject teachers to the students most in need in the run up to exams and completion of NEA work.</p> <p>Holiday sessions in February, Easter & June.</p>	<p>Students targeted by subject teachers using internal assessment data, including pastoral information.</p>	<p>TJC/DDC</p>	<p>Impact assessed by subject teachers and assessment results.</p>

All students, in all year groups are supported to fill in any gaps in their learning through targeted intervention.	Coordinated targeted intervention program for Year 11 during school holidays. Students to receive high-quality incisive teaching to fill any knowledge gaps using the latest internal assessment data when routines are more settled. Year 11	EEF states small group tuition can have a positive effect. This will be delivered by Priestnall's subject teachers to the students most in need as identified on return to school.	Students targeted by subject teachers using internal assessment data, including pastoral information.	DOLs	Impact assessed by subject teachers and assessment results. (Staff are running the sessions at no cost to the school)
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Total budgeted cost **£9,400**

iii. Wider initiatives

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Estimated impact?
All students, in all year groups have access to either a PC, Laptop or tablet with internet access at home.	Whole school surveyed as to their ability to access remote learning from home. Devices purchased and gifted to families with full transfer of ownership for both monitoring use and care of the device. Year 7,8,9,10,11	A wealth of evidence is available to show how the pandemic has intensified the disadvantages of pupils not having IT access at home. The rapid development of the remote learning strategy has resulted in the need to address 'digital poverty' as a priority.	Analysis done on number of students accessing the school learning portal (frog) from home during closure. Further analysis of accessing portal, using on-line support packages on-going with students not engaging being referred to pastoral / subject teams and intervention put in place.	GW / ICT	All students can access the remote learning platform, live lessons and the digital support packages.
All pupils to show respect and courtesy towards staff and towards each other. All pupils to attend lessons on time, ready to learn.	The employment of a behaviour mentor to run a newly established Restorative Hub on a 12-month contract. Year 7,8,9,10,11	The pandemic has forced the school to make changes to the school day, the movement around school and the bubbles pupils can mix in. The RH has been set-up for this reason, supplemented with support from pastoral teams and increased parental contact.	Pupils identified for referral to the RH will be in year group bubbles (initially year 9). School data (Behaviour / Attainment / Attitude / Pastoral) will be used to determine who needs to access the centre. SLT will monitor its effectiveness with input from the college pastoral teams.	RIJ	The availability of a quiet space, with IT facilities to catch up missed work with a member of staff and access support for making good behaviour choices has been identified by SLT as a much-needed resource.

All pupils are mentally healthy.	Timetable changes to SLT for increased pastoral provision to cover Covid related staff absence in the pastoral team. Year 7,8,9,10,11	Members of SLT with extensive experience in the safeguarding and pastoral care of students will be covered to support the pastoral teams where needed.	Liaison with the pastoral teams on the capacity each day.	RIJ/JLW	Impact assessed by pastoral teams and qualitative data.
All pupils are mentally healthy.	Wellbeing room bid. Year 7,8,9,10,11	Training on 'living life to the full' programme and Breathe Out – 'A creative Guide to happiness for Teen Minds' journals:	Overseen by wellbeing lead.	RIJ/JLW	Impact assessed by WBR staff.
All pupils are mentally healthy on transition and into KS3.	The employment of a Higher-Level Teaching Assistant to run a newly established nurture provision.	There has been an identified need for further SEMH intervention as we have progressed through the year.	Recruitment pending.	KG	Impact assessed by Learning Support Dept. and assessment results.
Parental engagement with both the school and their child's learning will increase.	The launch of the SIMS Parent app. Year 7,8,9,10,11	SIMS Parent app is part of the SIMS 360 parental engagement solution. Each module works in sync to effectively bridge the parent-teacher-student communication gap, improving academic achievement and supporting student wellbeing.	The SIMS parent app will be overseen by the school's digital lead.	GNW	Impact assessed by qualitative data and parental use tracking.
Increased student engagement in initiatives across the school which aid progress.	Incentivised programs. Year 7,8,9,10,11	There is evidence that rewards can encourage sustained behaviour change: one review describes them as a 'central component' of habit formation.	TBC	JAE/JAK	Impact assessed by subject teachers.
Total budgeted cost					£63,660

5. Additional detail

The decisions made on the allocation of funds were evidence based and coordinated by a SLT focus group, with the input from subject heads, and the IT lead.