

Context of the school and its prior performance

School Metrics		Disadvantaged pupil performance overview for last academic year		
Metric	Data		PP	Non-PP
Proportion of disadvantaged pupils	16%	Numbers on roll	100	633
Pupil premium allocation this academic year	£80000	Progress 8	As of September 2021, THS has not had a full cohort of GCSE results yet. We entered an entire cohort for GCSE RP short course in 2018.	
Academic year or years covered by statement	7-13	Ebacc entry %		
Publish date	July 2021	Ebacc pass 5+ %		
Review date	June 2022	Ebacc pass 4+ %		
Statement authorised by	OS	Attainment 8	Progress 8 score was 0.84, with 86% 9-4 and 83% 9-4.	
Pupil premium lead	HP	Percentage 5+ in English and maths		
Governor lead	GRE	Percentage 4+ in English and maths		

The main barriers to educational achievement faced by our disadvantaged students include:

External barriers	Internal Barriers
Vulnerable families with emotional and social needs	Speech and language delay
Vulnerable families lacking engagement with education	Some students with developmental delays
Potential low attendance that impacts negatively on learning	Lack of access to funds for necessary equipment/resources
Lack of cultural capital and experience impeding ability to contextualise learning, particularly in humanities subjects and English Language and Literature	Behaviour that impedes learning
Low KS2 SATs scores on entry to Y7	Potential low attendance that impacts negatively on learning
Underachievement due to lack of engagement with education	Access arrangements for examinations

Lack of appropriate space to focus, revise and complete work outside of school environment	
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Strategy aims for current disadvantaged pupils.

Aim	Target	Target date
Progress 8	0	August 2021
Attainment 8		
Percentage 5+ in English and maths	English 54.5% Maths 54.5%	
Percentage 4+ in English and maths	English 72.7% Maths 90.9%	
Other		
Ebacc entry		
Ebacc pass 5+ %		
Ebacc pass 4+ %		

Learning: teaching priorities for current academic year

Measure	Activity
Initiative 1 Assessment	KS3 curriculum and assessment restructuring
Barriers to learning these priorities address	More inclusive and less assessment-based teaching and learning in order to ensure we engender a love of learning without 6 termly assessment and the pressure this creates on young people.
Initiative 2 Grouping	Smaller class sizes
Barriers to learning these priorities address	THS continues to run average class sizes of 25. Large class sizes give less time to support PP need
Initiative 3 Feedback for PP students	First 5 Marking and Feedback
Barriers to learning these priorities address	Ensuring PP students get high quality feedback
Initiative 4 Enrichment	Thames Young Mariners induction day, Duke of Edinburgh & Bushcraft residential trip

Barriers to learning these priorities address	Extra-curricular helps remove barriers to learning for certain students. These activities will help with transition
Projected spending	£30000

Learning: targeted academic support for current academic year

Measure	Activity
Initiative 1 Mental Health and Wellbeing	Increase in Educational Psychology provision (AfC Gold level)
	Art Therapy
	Increase capacity in the PLUS and SEND department
Barriers to learning these priorities address	Increase in mental health issues due to pandemic and lockdown, increased capacity required
Initiative 2 Targeted Academic Support	Disadvantaged Project - the creation of extended one-page profiles for all disadvantaged students
	Touch Typing Reading and Spelling literacy programme (on-line)
	Digital Bounce Back Programme - Students who struggled to engage over lockdown are enrolled on the SAM Learning programme and have bespoke learning assigned to target specific learning gaps.
	College Course/Bespoke on-site learning package for a targeted small group. Focus on vocational skills to mirror the successful course from 2018 at RUTC
	Year 7 Engagement Programme from external provider that focuses on sport and well-being activities.
	Digital Technology; access to the curriculum using new technologies such as digital reader pens, laptops, tablets and Microsoft teams.
	New Site project of Involvement and collaboration with Anstee Bridge specialist provision for a representative group working on an Alan Turing display for reception on the new school site.
	Old Vic Project; drama students are funded to take part in a year-long project of working with the theatre on immersive day workshop followed by attending performances of a range of productions at the Old Vic.

Barriers to learning these priorities address	Engaging with a wider group of students through a range of projects
Initiative 3 New MIS	Bromcom Differentiation facility; homework is differentiated and tailored to meet the needs of students with barriers to learning.
Barriers to learning these priorities address	Accessibility homework for those students who find homework challenging without the support of the teacher
Projected spending	£14500

Wider strategies for current academic year

Other: Initiatives and actions to improve attendance

Measure	Activity
Initiative 1 Attendance	EWO Silver Package; the education welfare officer works with the school attendance team
	School Home Visits; increased home school liaison to encourage students with poor attendance to engage.
	Attendance Rewards
	Breakfast Club; provide daily free breakfast for students on the PP register plus identified vulnerable students.
	Parents are invited to school for relationship building and information giving events
Barriers to learning these priorities address	Reduction in positive attendance habits post COVID
Projected spending	£10,300

Initiatives and actions to improve engagement including emotional and mental health

Measure	Activity
Initiative 1	Use of external and alternative provisions to enhance individual support

Initiative 2	Additional Staff member during terms 5 & 6 2021 and additional support in SEND
Barriers to learning these priorities address	Individual disadvantaged students who become hard to reach and lose engagement with school.
Projected spending	£26700

Planned expenditure for current academic year.

academic year				
Learning: teaching priorities for current academic year			Staff Lead: OS	
Overview justification including barriers being addressed and research evidence e.g. EEF toolkit				
Initiative	Rationale* *specific to disadvantaged	Key Actions	Success Criteria	Projected Spend
KS3 curriculum and assessment restructuring	To ensure high quality teaching and learning, driven by the curriculum rather than assessment. Students with barriers to learning will have a greater opportunity to experience success away from numerical termly judgements. To close the gap academically through improved opportunities to broaden knowledge and skills away from assessment pressures.	Review current KS3 curriculum at school and Trust level. Make suggested changes in light of the changes of the assessment structure. Provide staff training and time to create new assessment models.	Changes are implemented. Long-term impact: mid-year and end-year assessment results will be improved for PP students. 80% of PP students to achieve expected stage by end of year.	0

First 5 incentive	Improved feedback and improved quality of teaching and learning for disadvantaged students by giving this cohort priority.	<p>Staff INSET at the start of the year to have specific focus on disadvantaged groups.</p> <p>Staff PM targets to have specific focus on disadvantaged students and their outcomes.</p> <p>HoDs to devote termly department time to 'first five' checks, both in lesson planning and delivery, and book marking and feedback.</p>	<p>Staff meeting PM targets – lesson observations and interim reviews show teachers have strong knowledge of who the disadvantaged students in their classes are, how they are performing and what is being done to support their progress.</p> <p>Student books show high quality marking and feedback, leading to improved performance and student investment.</p>	0
Smaller Class sizes	Higher teacher to student ratio giving capacity to support disadvantaged and vulnerable learners with increased quality teaching time.	<p>Strategic setting for vulnerable students.</p> <p>Smaller lower ability set class sizes.</p>	Classes for disadvantaged students with additional needs have student numbers that are fewer than the average class size; teacher to student ratios are higher. PP students to achieve 80% expected stage by end of year.	25000
Thames Young Mariners induction day, Duke of Edinburgh & Bushcraft residential trip	Improved engagement and attendance. Opportunities for achievement in non-academic skills.	<p>Specific targeting of disadvantaged groups to encourage them to sign up to or attend residential trips and DofE scheme.</p> <p>Financial assistance provided where required, to enable disadvantaged students to attend.</p>	High attendance from disadvantaged groups on outdoor learning trips and opportunities.	5000

Total budgeted cost: £30,000				
Learning: targeted academic support for current academic year			Staff Lead: HP	
Overview justification including barriers being addressed and research evidence e.g. EEF toolkit				
Initiative	Rationale*	Key Actions	Success Criteria	Projected Spend
	*specific to disadvantaged			
Increase in Educational Psychologist provision (AfC Gold Subs) 21-22	Higher needs students need to be given the right provision at the right time in order to ensure they make expected or better progress with positive emotional well-being.	SENCo to discuss key cases with EP and schedule work plan. Staff to action recommendations and advice.	Provision in place for key high need students; improved engagement with school; improved progress and outcomes for those individuals so that progress is in line with non PP students (80% expected stage)	5000
Disadvantaged Project - the creation of extended one-page profiles for all disadvantaged students	Teachers are able to access and use the profiles to plan lessons that better meet needs, leading to improved outcomes. Improved student teacher relationships leading to better attendance and engagement.	Completion of individual one page profiles for disadvantaged students. Availability of profiles to staff who are clear on expectations about improving personalised learning. Student voice taken into account with planning and support. Expectations linked to performance management.	Quality teaching clearly planned to include optimum access and impact for disadvantaged individuals. Improved progress and outcomes (80% expected end of year stage)	1000

Touch Typing Reading and Spelling literacy programme (on-line)	Improved reading comprehension, phonics skills, keyboard proficiency. Increased access to learning across the curriculum. Improved outcomes.	Literacy screening carried out regularly to identify students with below average literacy skills. Learning support team schedule and support 2 x per week sessions pro-actively supporting the students and monitoring progress. Students are given support to complete a session at home.	Improved reading and spelling scores, improved access to the curriculum + 6 months minimum (age related) for participants.	500
Digital Bounce Back Programme Students who struggled to engage over lockdown are enrolled on the SAM Learning programme and have bespoke learning assigned to target specific learning gaps.	Learning gaps as a result of disadvantage over lockdown are narrowed.	Students who struggled to engage in lockdown are enrolled on the programme are assigned targeted tasks.	Students improve progress in line with peers (80% expected stage by end of year)	500
College Course/Bespoke on-site learning package for a targeted small group. Focus on vocational skills to mirror the successful course from 2018 at RUTC	Increased engagement, improved attendance. Experience of success in non-academic skills.	Identify best fit curriculum and qualification for cohort needs; identify required resource; select students and plan teaching.	Students are able to achieve at KS4, gaining positive grades in appropriate qualifications (80% MTG)	5000

Year 7 Engagement Programme from external provider that focuses on sport and well-being activities.	Improved engagement, self-esteem, wellbeing for a small group of students in Year 7	Targeted group identified, parent liaison established over course, group run in a timely way.	Improved engagement in school through improved well-being.	1000
Digital Technology; access to the curriculum using new technologies such as digital reader pens, laptops, tablets and Microsoft teams.	Students with EAL access lessons using google translate on tablets; students with specific learning difficulties demonstrate their understanding using a word-processor and access written materials with greater success using reader pens; students learning from home continue to access lessons on-line.	Teachers identify students needing additional resource to access the curriculum. Access Arrangements process undertaken. Students requiring readers / scribes / laptops are given support to trial and use technology.	Improved academic outcomes (80% expected stage, MTG)	1500
Bromcom Differentiation facility; homework is differentiated and tailored to meet the needs of students with barriers to learning.	Improved outcomes in home learning leading to greater ability to maintain pace in the curriculum and make better progress.	Ensure teachers are setting homework by time rather than task. Ensure homework is suitably differentiated and takes into account both academic and physical (e.g. - resources in the home environment) limitations to make tasks accessible to all, particularly disadvantaged learners.	Higher levels of homework completion.	0

<p>New Site project of Involvement and collaboration with Anstee Bridge specialist provision for a representative group working on an Alan Turing display for reception on the new school site.</p>	<p>Improved sense of ownership and belonging to the school leading to improved engagement in learning.</p>	<p>Co-working with head of Anstee Bridge to establish project. Project is resourced and students identified for project.</p>	<p>Students have improved sense of belonging and investment in school. Their sense of attachment and safety is increased leading to better engagement with school (survey data indicates)</p>	<p>0</p>
<p>Art Therapy</p>	<p>To enable a small group of students to integrate more in the school community by using alternative methods that the school is currently not equipped to deliver.</p>	<p>Liaise with Anstee Bridge Headteacher to co-ordinate a one term activity from October 1st to December for 8 students in years 7 & 8.</p>	<p>Improvement in student engagement and improved integration with peers, raised self-esteem leading to improved outcomes (survey data indicates more positive attitudes to learning and % outcomes indicates improved performance)</p>	<p>0</p>

<p>Old Vic Project; drama students are funded to take part in a year-long project of working with the theatre on immersive day workshop followed by attending performances of a range of productions at the Old Vic.</p>	<p>Improved cultural capital and engagement with drama</p>	<p>Ensure that PP students who study drama are included in this project.</p>	<p>Successful completion of workshops and attendance at performances.</p>	<p>0</p>
<p>Support and Pastoral Staff</p>	<p>To ensure the school is fully staffed in order to support vulnerable students.</p>	<p>Appoint key staff when and where appropriate.</p>	<p>Improved engagement, attendance and outcomes; students have improved emotional well-being (% attendance and % stage measurement)</p>	<p>0 (Normal Staff budget)</p>
<p>Total budgeted cost: £14500</p>				
<p>Wider Strategies: initiatives and actions to improve attendance</p>			<p>Staff Lead: NC</p>	
<p>Overview justification including barriers being addressed and research evidence e.g. EEF toolkit</p>				
<p>Initiative</p>	<p>Rationale* *specific to disadvantaged</p>	<p>Key Actions</p>	<p>Success Criteria</p>	<p>Projected Spend</p>

Breakfast Club; provide daily free breakfast for students on the PP register plus identified vulnerable students.	Improved attendance and punctuality, allowing students to engage more fully in learning.	Communication with parents and students to let them know this is available to students. PLUS and pastoral team to encourage this take up.	Increased attendance and reduced incidents of lateness in disadvantaged groups (% attendance improvement)	5000
School Home Visits; increased home school liaison to encourage students with poor attendance to engage.	Reduced incidences of school refusal.	Members of PLUS and pastoral teams (incl. HoY) to carry out home visits (Covid-providing) for persistent absentee students or those with particularly low attendance.	Reduced numbers of Persistent Absence, particularly in vulnerable groups. Greater attendance, particularly for vulnerable groups (% attendance improvement)	1000
Attendance Rewards	Improved attendance, greater ownership of attendance from the tutors, raise the profile of attendance across the school	Attendance programme, driven by QU and overseen by NC, to continue with teachers, HoYs and SLT continuing to make weekly phone call contact for those students whose attendance falls, focusing in particular on disadvantaged students. Celebration of high attendance in assemblies.	Increased % attendance in vulnerable groups (and across whole school).	500

Education Welfare Officer (EWO) Silver Package; the education welfare officer works with the school attendance team	Reduced non-attendance	Attendance team identify those with Persistent Absence. SLT and HoDs work with EWO and families to plan for support with attendance.	Improved attendance for those targeted students.	8300
Parent events/s; parents are invited to school for relationship building and information giving events	Breakdown of barriers to attendance regarding parental perceptions of, and attitudes towards school.	Calendared events that specifically target parents and families of disadvantaged students, particularly those whose parents are hard to reach and less communicative with the school.	Range of events with high turnout from targeted parents. Improved engagement of students.	0
Total budgeted cost: £10,300				
Wider Strategies: initiatives and actions to improve engagement including emotional and mental health			Staff Lead: CO	
Overview justification including barriers being addressed and research evidence e.g. EEF toolkit				
Initiative	Rationale* *specific to disadvantaged	Key Actions	Success Criteria	Projected Spend

Additional Staff member during terms 5 & 6 2021	Pastoral support for students who may otherwise have been missed due to a current staff absence from the pastoral team.	Increase of MCE's days to ensure full time, stable PLUS presence on Hampton. Retention of long-term supply teacher until 1st July 2021 to help assist in Plus.	Daily pastoral support for disadvantaged students. Fewer mental health concerns reported by students. Fewer escalated concerns.	£20,000
External intervention programmes, including: MOOT, Project X, Early help, Woodbridge, EISS	Increased engagement in learning, increased ability to meet expectations.	Referrals for disadvantaged students to external agencies, where their needs require more specialist intervention than can be provided in school.	Reduced instances of FTEs/P-ex for disadvantaged students. Decreased negative behaviour points for students who have had specialist support.	£6700
Total budgeted cost: £26700				

Review of expenditure from previous academic year

Previous academic year				
Total amount:				
Learning: teaching for all				
Initiative	Intended outcome	Impact	Evaluation	Cost
Whole school literacy	Whole school training and development of supporting materials and teaching strategies	Appointment of a literacy coordinator, leading to an enhanced understanding of literacy across the curriculum. Literacy embedded in teaching practice. Establishment of word of the week, literacy support in the newsletter, literacy tips in the staff bulletin.	Literacy coordinator appointed, spelling and reading tests done, purchase of specific texts during lockdown, whole staff training n literacy conducted, re launch of literacy pyramid.	£2,000
Closing the gap in maths	Provision of bespoke learning materials to support students with specific difficulties accessing key aspects of numeracy and mathematics (specific reference to concrete, pictorial and abstract resources)	Some progress made with individuals. Generic improvements in maths. Teaching and learning in maths improved as seen in lesson observations and record of visits by the trust lead advisor.	Online learning developed, analysis and review of Hegarty maths taken place, consistent methods training for Science and Geography. Resources purchased and used.	£8,000

Learning: targeted academic support				
Initiative	Intended outcome	Impact	Evaluation	Cost
Literacy screening and recovery programme using Literacy Assessment Online and WordShark.	To ensure that students unable to access the curriculum because of reading and writing needs are supported to do so.	WordShark was successfully implemented for Key Stage 3 students with below average literacy scores. Students included in the programme made good progress.	Word Shark replaced by TTRS after research into student engagement. TTRS deemed to have a more mature interface for secondary students. TTRS useful for KS4 building skills for maximizing their access arrangements in examinations and study skills.	£1,000 for screening £6,000 recovery programme
College provision	Construction course for students not served appropriately by GCSE options available for founding year group.	All students who completed the course were successful. They attended year 11 and completed their education at Turing House. Several students have progressed to further education in this field.	The course was incredibly successful with all students gaining a pass or merit grade, however the cost for such a small cohort would make this untenable as a regular occurrence.	£10,000
Wider Strategies: initiatives and actions to improve attendance				
Initiative	Intended outcome	Impact	Evaluation	Cost

Attendance officer time	To improve the attendance at school of disadvantaged students.	Whilst covid has had an impact on attendance, the provision and systematic approach to attendance has been excellent. Attendance has maintained levels compared with national trends and students who are persistently absent are closely monitored.	Attendance is very well managed with a clear picture of those students who are a cause for concern. Work requires further time to fully evaluate due to the pandemic. Although during lockdown a robust system was used to track online engagement. Attendance data for this period was recorded and online engagement monitored. Post lockdown attendance was above national norms.	£6,400
Additional Education Welfare Service time	To improve the attendance at school of persistently absent disadvantaged students.	Covid impacted this provision in terms of lockdown measures on contact. However, there was increased communication with the EWO during this period for specific students, supported the school with maintaining online engagement.	Due to the removal of fixed penalty notices during this period success was limited.	£4,700
Wider Strategies: initiatives and actions to improve engagement including emotional and mental health				
Initiative	Intended outcome	Impact	Evaluation	Cost

Inclusion staff	To provide safeguarding, mental health and emotional support both directly and in partnership with external agencies to enable students to engage effectively in school	Management of vulnerable students has been demanding but effective. FTE have maintained similar patterns and several students have avoided PEX. Attendance to lessons has improved for high need individuals.	There are continued concerns regarding a small minority of high need students. The situation has been exacerbated by the loss of one member of staff due to medical reasons. The school has highly invested in its pastoral care and has a positive reputation for its nurturing ethos in the local community. No students were permanently excluded during this reporting period. The lockdown safeguarding addendum was facilitated by these staff.	£27,500 £15,400
Emotional support worker	NHS initiative to provide qualified mental health staff in school to support individual students	This high-cost provision had limited success. Whilst the students appreciated the sessions, there was no onward impact or changes in behaviours and emotional responses.	The program has ceased.	£5,000

<p>Specific additional support</p>	<p>For individual high needs disadvantaged students to have their needs met through short-term alternative provisions.</p>	<p>Our evidence was varied with impact being seen for a short term but for some, the longer-term success was achieved with avoidance of FTE/PEX etc.</p> <p>Provision used includes, AFC Mentoring (EISS), MOOT, Malden Oaks, Woodbridge.</p> <p>MOOT helped with building students' self-esteem, but we have seen little impact on improving their overall engagement and behaviour in school, due to different expectations and environment.</p>	<p>We will continue to consider alternative provision for high need students. The appointment of Sheldon Snashall at AFC has combined nicely with our initiative to bring these kinds of interventions in earlier.</p>	<p>£1,500</p>
<p>Senior Staff Designated Roles</p>	<p>Designated person for looked after children, SENCO, Designated Safeguarding Lead.</p>	<p>The additional time given by the DHT and AHT attached to this area has been incredibly successful, CLAs are engaging well with a high level of attendance and a low rate of incidents.</p>	<p>The demands of the split site create additional pressures for the senior staff. However LAC's are well supported, attend school and are making progress.</p>	<p>£8,000</p>

Miscellaneous other expenditure	Welfare contributions to individuals towards the cost of uniform and key school trips.	Impact of supporting students to become part of the school community by wearing the correct uniform and or going on school trips is invaluable.	We will continue to support in this area. A number of students have been provided with uniform, schooling equipment and items as reading pens.	£2,500
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Covid Premium - this is Covid catch up monitoring document and will be deleted

Initiative	Intended outcome	Impact	Evaluation	Cost
Support teacher (STA) additional hours in Sept	Support student bounce back	A wider cohort of students with needs were reached during the opening weeks of term.	This was much needed and successful. Reintegration back into school life and learning was vital for certain students.	£911
External professional engaged for staff improvement Intervention	Support for NQT's/NQT +1 staff who have had training disrupted due to Covid	Additional support provided.	Improvements for some of the staff. However other staff left the school to take on new challenges.	£1,503
Business books purchased	Missed learning, plugging gaps.	Books purchased and students back on track despite missed learning.	CAGs have blurred the lines to see how effective this initiative would have been for an entire course.	£780
EISS support for LW	Support to encourage one highly disaffected student to reintegrate into school life.	Support provided from EISS. No impact, behavioural	This a requirement in the process for any possible PEX.	£1,680

		incidents increased. AP provision in place.		
KU Post 16 support	Support for students who have lost learning moving from year 11 into 6th form.	Clearer provision and support provided for Post16 developments including for those vulnerable students	Very successful. The addition of KU for a greater volume of hours has resulted in a positive set up of our founding year's sixth form. This would not have been possible without this provision due to the additional pressures placed on CU as a member of SLT.	£5,624
POY increase to 1 FTE	Support for behavioural/safeguarding needs created due to covid	The PLUS department have managed to cope with the increased demands of covid fall out. We have maintained similar levels of FTE, attendance etc. SPA referrals have increased.	The loss of another member of the PLUS team has meant that this area is one of coping rather than bringing forward. Which we hope to do when fully staffed.	£4,772
Support teacher (STA) increased hours 12-16	Support student bounce back	Hours used to support SAM learning and induction of POW whilst working on pupil profiles.	Increased number of disadvantaged students supported for learning and emotional well-being.	£3,594
Inclusion staff (MCE) additional day	Support for behavioural/safeguarding needs created due to covid and staff absence due to covid	The PLUS department have managed to cope with the increased demands of covid fall out. We have maintained similar levels of FTE, attendance etc. SPA referrals have increased.	The loss of another member of the plus team has meant that this area is one of coping rather than bringing forward. Which we hope to do when fully staffed.	£3,117

Raspberry pie keyboard	Research into an alternative to support vulnerable students during lockdown.	Zero impact due to the other requirements needed for some students in the home environment.	Unsuccessful	£93
MAT additional hours (finance administration)	Support to manage covid processes.	High impact with the need to manage Covid finances and arrangements.	SLT were able to manage the ongoing pandemic with financial systems in place.	£111
POW (disadvantaged Project)	To create a database of profiles and learning plans for all disadvantaged students. Teachers to use this database to improve quality first teaching.	Early stages of the project; unable to measure impact at this stage.	Due to lockdown the project started late. Now in its full operation a clearer profile is being created for our PP students in order to find better ways of supporting learning.	£888
GSCE POD	Support GCSE student bounce back	In a range of subjects, students have access to high quality and relevant revision materials to help consolidate knowledge ahead of Y10 end of year exams.	Some subjects have used this more than others, with History, English and Spanish using this the most and other subjects using a little bit. Teachers are pleased with the quality of materials available to students.	£2,815
Digital Theatre Plus	Support drama student bounce back	Very successful use of this provision for drama students.	IN the event of another lockdown, we would use this provision again.	£550
SAM learning	Disadvantaged students have bespoke learning tasks assigned to close the learning gaps created during lockdown.	Successful launch of the programme with effective parental communication. Students and their families using the system regularly	As 'normal' school returns, engagement from home with SAM has reduced. Was very effective for its purpose at	£300

		and report that the system is supporting reduction in gaps, but also an increase in sense of coping and panic about 'missing' work.	the height of lockdown and between lockdowns.	
Twinkl	Provide bespoke resources to further personalise learning and target planning to meet individuals' needs. For example, resources specifically designed to support students with EAL and SEND are available for download and planning.	This resource is an ongoing and valuable resource to enhance learning. This low cost resource is used by staff in varied ways and saves teacher time.	We will continue with this resource as it provides bespoke resources for certain needs.	£190
MidYIS	Screen the current year 7 for cognitive ability. This additional data used in order to track progress due to lack of scaled scores.	This has had high impact in enabling early identification of high need and MAGT.	We will test all of our current year 7s this academic year due to lack of SATS data. Discussions are in place cross borough to do this for all Year 6 students in their primary setting.	£592
Additional days in HR	To enable recruitment process to take place due to additional needs of covid demands.	Support provided for a small number of staff with acute needs created due to lockdown and covid. Additional time was used for recruitment and retention issues.	Highly successful and investment in this time was vital.	£212

English books	Support for GCSE English students who do not have access to the set text.	All students gained access to the set text in English.	Without this provision, certain students would have been highly disadvantaged.	£135.83
Touch Typing Reading and Spelling (TTRS)	Support for SEND students in reading, writing, spelling and keyboard proficiency.	High engagement in the programme that is still underway.	Ongoing	£728
Timetable Rock Stars (Maths Circle Ltd)	Support for SEND students in numeracy	High engagement in the programme that is still underway.	Ongoing	£95
Headphones, Mice, Power cables	Additional resources to support remote learning	All students gained access to online learning and Key Worker and Vulnerable provision were able to access their learning.	Without this provision, certain students would have been highly disadvantaged.	£461.30
Educational Psychologist (Gold Subs) 21-22	To support additional needs due mental health impact of covid.	Too soon to show impact.	Ongoing	£4,780