

The Recovery Premium at St George's Academy: Development and Impact | 2020-2021

At St George's, we are keen to 'Aim High' to ensure that all our students achieve the very best they can, and that we support each individual in any way that we are able to achieve success.

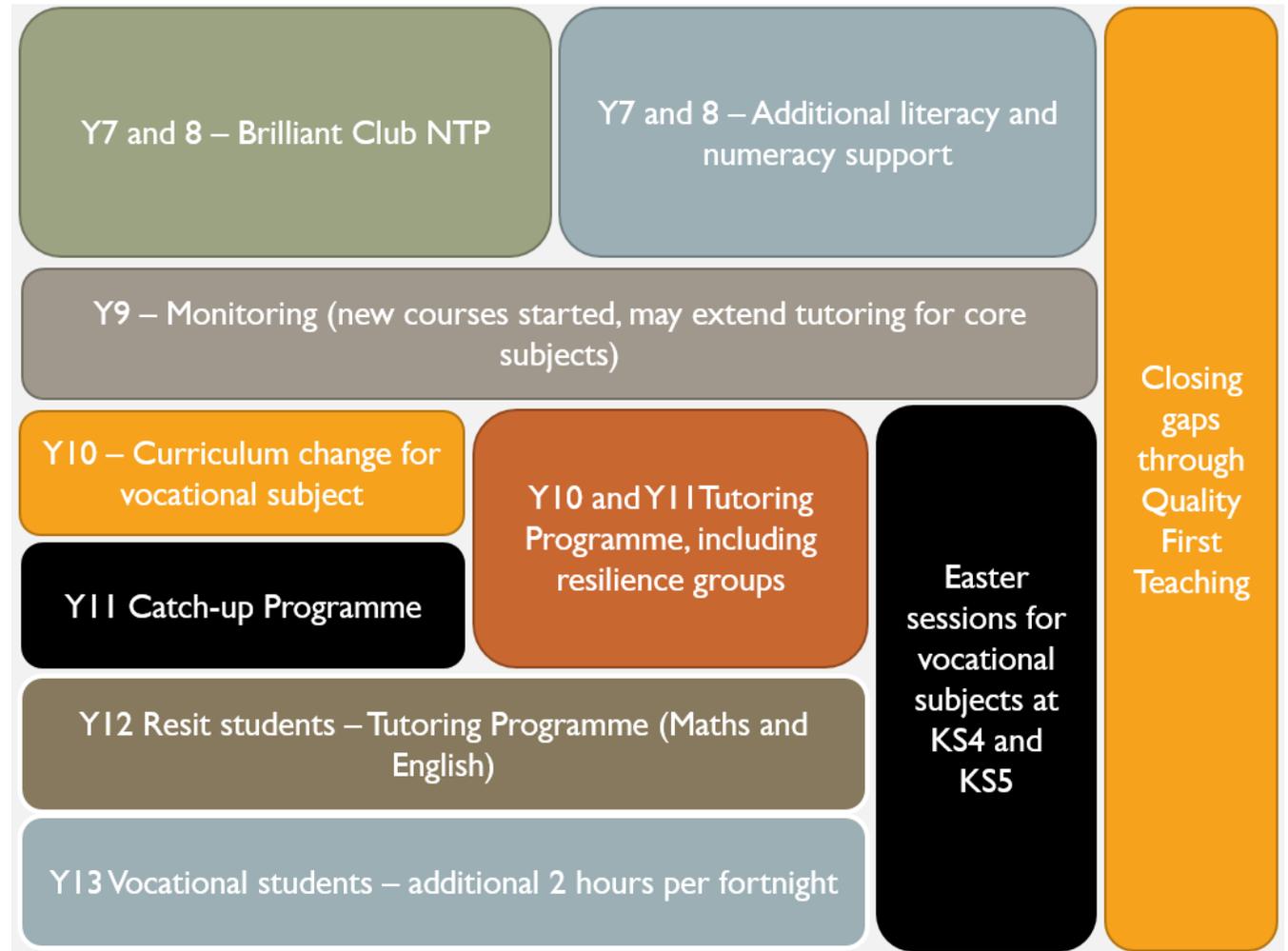
Over the last year, we have put a range of provision in place to support students to overcome gaps in learning as a result of the pandemic. **In total, we have spent £125,853.76, across three priorities as follows:**

Our plans have covered three main priorities, as follows:

Priority 1: To provide small-group tutoring for students across KS3, KS4 and KS5, drawing on qualified teachers to provide expert support to close gaps in learning.

Priority 2: To amend the curriculum for students where examinations are imminent, to ensure additional time and support is available to achieve the best overall outcomes at individual and cohort level.

Priority 3: To ensure additional packages of support were available to all students to access, to support the closure of gaps in learning.



| Priority 1: To provide small-group tutoring for students across KS3, KS4 and KS5, drawing on qualified teachers to provide expert support to close gaps in learning | | | |
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| Actions: | | Impact | Spend |
| <p>To put a robust evening tutoring programme into place for KS4 and KS5 to support students to close gaps in learning.</p> | <ul style="list-style-type: none"> Carry out remote learning questionnaire for students to identify subjects that they are concerned about in terms to progress – across all year groups. Ask for expressions of interest from our own staff to deliver higher-quality provision, as follows: <ul style="list-style-type: none"> Small groups of students (3-6) Delivered via Microsoft Teams One hour sessions – one per week Two possible time slots: <ul style="list-style-type: none"> 5pm-6pm 6:30pm-7:30pm Five or six sessions in total Can be delivered from home Initially aimed at Y10 and Y11, with some sixth form resit also for English and maths Students allocated to teachers – these would be unlikely to be from their own teaching groups HoFs select students for one of three possible reasons (in Y10 and Y11): <ul style="list-style-type: none"> They told us that they were worried about being behind in this subject as a result of lockdown (remote learning questionnaire) We know that they are currently underperforming and need some additional support if they are to achieve their MEG; They are very able within this subject and we would like to offer them some sessions to really stretch their thinking within a small group. Once up and running, review termly If successful, roll out to post-16 also Extend provision to students who need more general support in managing anxiety / building resilience as a result of the pandemic | <p>This was implemented as planned, with impact on over 200 students across Year 10 and Y11. Many of these students were involved in more than one set of tutoring sessions, all as a part of a small-group.</p> <p>The teachers involved in delivery thoroughly enjoyed the opportunity to work with smaller groups.</p> <p>The feedback from parents and students was 100% positive in the surveys that we ran each term, with all students feeling that it had helped them to make progress.</p> <p>Overall, our outcomes were in line with previous years, but notable our most able students did particularly well this year, which may have been impacted by the small-group sessions that ran.</p> | <p>Tutoring spend</p> <p>TOTAL: £ 19,200.53</p> |
| <p>To put a series of Easter workshops into place to enable individualised / small-group support across a range of vocational subjects at KS4 and KS5</p> | <ul style="list-style-type: none"> Identify students who would most benefit from the support to close gaps in learning at that stage Ask for expressions of interest from our own staff to deliver small-group workshops over the Easter break to provide more individualised support. Coordinate provision to ensure all safety measures in place to support sessions being face-to-face. | <p>These were well-received by the students, and enabled a clear closing of gaps for students who were still underperforming at that stage. Overall, our outcomes were in line with previous cohorts, despite the interruptions to teaching.</p> | |
| <p>To work closely with the Brilliant Club to put the Brilliant Tutoring Programme in place for students in Y7 and Y8, to support For Maths and English</p> | <ul style="list-style-type: none"> Work with the Brilliant Club to tailor and implement a programme that will work for our students. Identify students across both campuses who will benefit most – focus on more-able and disadvantaged students. Liaise with parents to ensure students are committed to the programme, to be delivered remotely via Teams in the evenings. Liaise with tutors recruited by the Brilliant Club to identify modules and share context / logistics. Provide ongoing support to parents and students throughout the programme. | <p>This support was in place across both campuses, for 72 students in total – 36 Maths and 36 English.</p> <p>Following some early technical difficulties, these sessions ran smoothly and were well-received by the students. The feedback was not as positive as the feedback from the in-house tutoring sessions, but much of this was linked to the technical difficulties initially.</p> | <p>BTP tutoring</p> <p>TOTAL: £4,680.00</p> |

| Priority 2: To amend the curriculum for students where examinations are imminent, to ensure additional time and support is available to achieve the best overall outcomes at individual and cohort level | | | |
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| Actions: | | Impact | Spend |
| Ensure Curriculum Leaders have considered amendments to their curriculum, to ensure Quality First Teaching responds to gaps in learning | <ul style="list-style-type: none"> Focus on gaps in learning on the training days – to ensure that strategies are in place to identify and respond to gaps in learning for individuals. Schemes of work amended to reflect any curriculum time missed through lockdown 1. Ensure a full contingency plan is in place at Academy level and also for each curriculum area to minimise the impact of any further disruptions to learning. | <p>All plans were in place, with the Academy contingency plans in place and published on our website.</p> <p>In addition, each subject area had clear plans in place and shared centrally for the continual delivery of our curriculum.</p> <p>This planning served us well as we moved into another lockdown in January 2021 and were able to move swiftly into full-remote delivery via Teams, thus reducing any further impact on learning / gaps.</p> | None |
| Implement a Y11 Catch-Up programme for Y11 students most at risk of underperforming in Maths and English | <ul style="list-style-type: none"> Identify students entering Y11 who need more support in English and/or Maths to achieve their MEG Suggest a reduction to their curriculum, to deliver additional support instead – liaise with parents Put support in place to consist of: <ul style="list-style-type: none"> 5 hours per fortnight Mixture of English, Maths and general mentoring support Small groups (max 10) Specifically, on the Sleaford Campus: <ul style="list-style-type: none"> 2 or 3 groups in each option block Delivered by Amy Moss (English), Gaynor Jakeway (Maths), Linda Bonnor (general), Two week rotation On the Ruskington Campus: <ul style="list-style-type: none"> 1 group in each option block Delivered by experienced teachers All elements run in parallel over the year | <p>This was implemented as planned, with 84 students across both campuses benefiting from this additional support.</p> <p>Overall, our outcomes are in line with previous years for KS4, despite the interruptions to learning. Feedback from students was positive about the provision that was put into place, and teachers have valued the opportunity to be able to spend more time developing concepts where gaps were evident, and covering missed learning as a result of lockdowns.</p> <p>This provision was put into place prior to the examination adjustments being confirmed, but we do still feel that these students needed to additional time to cover missed learning in both Maths and English.</p> | <p>Mobile classrooms – £29,114.00</p> <p>Intervention teachers in addition to Ruskington experienced teachers - £64,108.60</p> <p>TOTAL: £ 93,222.60</p> |
| To amend the curriculum time in Year 10/Y11 and Y13 to ensure that the structure allows capacity to close gaps in learning | <ul style="list-style-type: none"> Adjust the curriculum for Y10 to enable a continuation of the vocational courses into Y11 for one hour per week – ensuring sufficient time for completion of coursework following lockdown. Adjust the curriculum time for Y13 single vocational courses – providing an additional two hours of contact per fortnight for all students on a vocational Level 3 course – to allow sufficient time for delivery / completion of all elements. | <p>All provision was in place, ensuring that Y13 students had additional time to close gaps in learning, and the current Y10 still have time in place to complete vocational courses as they move into Y11.</p> <p>Overall, our outcomes are in line with previous cohorts, despite interruptions to teaching.</p> | Additional staff time to support changes for Y13 – subsumed within our general staffing costs |

| Priority 3: To ensure additional packages of support were available to all students to access, to support the closure of gaps in learning | | | |
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| Actions: | | Impact | Spend |
| <p>To offer additional support for students to work on outside of lesson time to support progress</p> | <ul style="list-style-type: none"> • Investigate additional packages that would support all students to access additional support. • Implement any packages identified. • Liaise with students to raise awareness | <p>SAM learning was put into place for students, with information publicised for them to access this to support learning.</p> <p>In addition, we have purchased revision guides / support materials for students where we have felt that these have been fundamental to closing gaps in learning.</p> | <p>SAM learning £4500.00</p> <p>Additional resources £4250.63</p> <p>TOTAL: £ 8750.63</p> |