



LEADING
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SECURING
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DEVELOPING
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STANDARDS FOR
SUCCESS



SUPPORTING
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ACHIEVING
SUCCESS

Ossett Academy
**Recovery Premium
Strategy**
2021-2022



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The Department for Education (DfE) has allocated £650 million to be spent on ensuring all pupils have the chance to catch up and supporting schools to enable them to do so. Whilst principals/headteachers will decide how the money is spent, the Education Endowment Foundation (EEF) has published [guidance on effective interventions to support schools](#). For pupils with complex needs, schools should spend this funding on catch-up support to address their individual needs. There is also an allocation of £350 million for a National Tutoring Programme, intended to deliver proven and successful tuition to the most disadvantaged and vulnerable young people.

Schools should set out how they will allocate the additional funding to support curriculum recovery this academic year. The EEF guidance suggests a 3-tiered* approach:

Teaching and whole school strategies

- Supporting great teaching
- Pupil assessment and feedback
- Transition support

Targeted approaches

- One to one and small group tuition
- Intervention programmes
- Extended school time

Wider strategies

- Supporting parent and carers
- Access to technology
- Summer support

Summary information			
School	Ossett Academy		
Academic year	2021-2022	Number on roll (total)	1,494
Allocated funding	£39,440 - Recovery Premium £50,281 - Carried forward catch up funding from the 2020/21 academic year £32,198 – School Led Tutoring premium £121,919 = total allocated funding	Number of PP on roll (total)	333

Barriers to learning as identified in September 2021	
B1	Literacy skills - Gaps in knowledge that have appeared between March 2020 and July 2021.
B2	Numeracy skills - Gaps in knowledge that have appeared between March 2020 and July 2021.
B3	Attendance - Maintaining a high attendance % for all pupils is a priority.
B4	Teaching and Learning – Delivering quality first teaching and learning to all pupils.
B5	Parental engagement – Working to increase parental engagement with supporting the recovery of lost learning.
B6	Transition - Understanding the ability of our new Year 7 intake without SATS scores.
B7	Access to technology and remote learning - Ensuring all pupils can access online learning at home and that all staff are confident in delivering remote learning.
B8	Pastoral - Ensuring our Special Educational Needs and Disabilities (SEND) and Disadvantaged pupils are making social, emotional and academic progress following the lockdown period.
B9	Gaps in curriculum knowledge – As identified by Curriculum Team Leaders.

Teaching and whole school strategies					
Action	Barrier/KP	Intended outcome	Implementation	Staff lead	Review
Quality First Teaching and Learning	B4, B7, B9 KP1, KP3, KP4	Expert teachers develop a broad array of teaching strategies that combined with subject knowledge and knowledge of their pupils, positively impact upon learning.	<ul style="list-style-type: none"> • Launch of whole school literacy strategy with a focus on 'Think It, Say it and Read It' strands 2021-22. • Continuous Professional Development (CPD) to maintain a consistently high standard of teaching and learning through the introduction of Teaching and Learning (T&L) Development Groups: <ul style="list-style-type: none"> - Collaboration - Connecting Learning - CPD - Developing Independent Learners - Differentiation - Disadvantaged - Literacy - SEND - The Thinking Classroom 	ARE/ETA, Lead Teachers and Directors	<p>Via Quality of Education Development group.</p> <p>QA of implementation of literacy strategy and T&L Development Groups.</p> <p>2021 outcomes.</p>

Supporting Early Career Teachers	B4, B7 KP3, KP4	All Early Career Teachers (ECT), Recently Qualified Teachers (RQT) and one 'legacy' Newly Qualified Teacher (NQT) are supported so that they have every opportunity to successfully complete their relevant year.	<ul style="list-style-type: none"> • ECT part of Selby and Wakefield Teaching School Hub and UCL programme supplemented by bespoke CPD at Ossett. • RQT programme for 2021-22 including professional mentor, CPD, 5% time for dedicated 'RQT days' each term. • Bespoke 'Legacy' NQT programme with specific one-to-one mentoring from subject mentor and Support Mentor. • Regular SLT/CTL paired learning walks and subsequent intervention where needed. 	ETA	Half termly review of progress for all Early Career Teachers End of academic year review for all Early Career Teachers.
Transition support	B1, B2, B6 KP2, KP6	All pupils are supported in their transition from year 6 into year 7. The ability of our year 7 intake is understood without SATs scores so that focused intervention can take place to fill gaps in literacy and numeracy.	<ul style="list-style-type: none"> • Regular liaison with primary feeder schools. • Virtual transition programme to run alongside physical transition, where needed. • Year 7 Student AIM completed with barriers to learning identified along with subsequent actions. • New Year 7 Evening and Year 7 Supporting Success evening. • Year 7 literacy and numeracy catch up programme (see targeted approaches). 	SGI, ARE, ETA	At each data point entry. At Directors meetings as agenda item. MAT Transition Development Group.
Cost					£0

Targeted approaches

Action	Barrier/KP	Intended outcome	Implementation	Staff lead	Review
<p>Year 7 literacy and numeracy catch up programme</p>	<p>B1, B2, B6 KP1, KP2</p>	<p>Numeracy:</p> <ul style="list-style-type: none"> • To improve the core numeracy skills of pupils with low attainment on entry to support the pupils to access the full maths curriculum. • To improve the times table skills of pupils with low attainment on entry to support pupils to access the full maths curriculum. • To provide pupils accessing alternate provision a diverse maths curriculum that support them to achieve appropriate outcomes. • To improve the progress of both catch up and disadvantaged pupils through; 1). Ensuring catch up pupils are support with small group teaching with experienced teachers. 	<p>Numeracy:</p> <ul style="list-style-type: none"> • Academic Tutors to support catch up pupils with low levels of numeracy on entry. (Y7 – 9) • Timetable Rockstars to be used in P1 to reinforce the times table skills of Y7 pupils with significantly low estimated KS2 scores on entry. • Pupils accessing California Drive are provided clear opportunities to access an appropriate curriculum. • Y7 pupils to be initially taught in mixed attainment groups, with a nurture group to support pupils with low numeracy on entry. Nurture groups to be staffed with experienced teachers to support pupils with low numeracy on entry. • Standardised assessments across the trust to support the consistency of data. • A re-written maths curriculum that focuses on retaining and recalling key knowledge through fluency booklets and prior knowledge. • Pupils to be provided with the tools to aid self-regulation of learning. With regular unit assessments, prior knowledge checks, large iterative assessments feedback linked to Hegarty Maths and through clip numbers being shared each lesson. 	<p>ETA, Directors of Maths and English</p>	<p>Internal testing of cohorts.</p> <p>Tracking of progress using online interventions.</p> <p>At each data point entry.</p>

		<p>2). Disadvantaged pupils are given sufficient opportunity to demonstrate potential in the Academy before being placed into sets, to ensure the impact of previous periods of remote learning are minimised.</p> <ul style="list-style-type: none"> • To improve the quality of data gathered to ensure a consistency across Academies, year groups and classes to ensure the appropriate pupils are identified and selected for intervention. • To improve the performance of all pupils (inc. catch up and disadvantaged) through providing a well sequenced curriculum that provides opportunities to recap prior learning through clearly structured recall activities. • To improve the progress of all pupils through supporting pupils to 	<p>CTLs and Teachers to have a great focus on the Hegarty Maths usage of disadvantaged pupils to encourage self-regulations.</p> <p>Literacy:</p> <ul style="list-style-type: none"> • Use of new web-based literacy intervention, Literacy planet, to support identified cohorts to improve their literacy. • A two specific teaching groups in years 7 and 8 set up in English with one lesson per week dedicated to literacy intervention using the new online programme – Literacy Planet. • Immersive learning days to take place across the academic year. • National Literacy trust program – premier league reading stars intervention. • Vertical mentoring – reading partners. • Reading matters – subject to volunteers. • New literacy support programme - • Votes for Schools bought in to use with Years 7-11 during form time learning. • Academic Tutors utilised to support identified pupils with in-class support. 		
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		<p>independently fill in the gaps in their knowledge.</p> <p>Literacy:</p> <ul style="list-style-type: none">• To improve the comprehension, spelling and grammar skills of pupils in targeted cohorts. To develop oracy skills and a love of reading through discussion and expression. Improved vocabulary Improved articulation.• Targeted intervention linked to a particular skill identified as a weakness across PP pupils at SP2 - SP3.• To boost reading skills such as inference and vocabulary. Building confidence and assist with boosting reading ages through practice opportunities and discussion.• Improved reading skills due to opportunity to practice and discuss what they have read. To develop a wider awareness of the world through access to articles about current events.			
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		<ul style="list-style-type: none"> Improved articulation of opinions. Development of debate skills and democracy. Use of Academic Tutors in class with identified pupils from across starting points who are underachieving. This will provide additional capacity for support. Manage behaviour support. Make 1:1 or small group work an option for staff to utilise with catch up pupils. 			
Academic Tutoring	B1, B2, B9 KP1, KP2	To close gaps in knowledge in identified subjects through developing interventions to proactively meet the needs of our learners.	<ul style="list-style-type: none"> Identification of pupils through Subject AIMS and KS3 and testing at KS3. Appointment of academic tutors and matching to identified pupils and classes. Regular quality assurance of academic tutoring in sessions. Review of progress through Subject AIMS and subsequent amendment of pupils involved in programme. 	ARE, Directors	At each data point entry and through Subject AIMS. At half termly Disadvantaged / Catch Up development groups. £136,394 split £58,450 Maths, £58,450 English and £19,483 Science.
Extended school time Intervention programme	B1, B2, B9 KP1, KP2	To close gaps in knowledge in identified subjects in year 11 through developing interventions to proactively meet the needs of our learners to ensure a positive P8 score.	<ul style="list-style-type: none"> Recovery Curriculum in place for all year 11 pupils with an extended day on Tuesday, Wednesday and Thursday each week. Each pupil will have a strategic oversight from Vice Principal of which to attend to close relevant gaps. Review of groupings following PPEs and data points. 	ARE	After PPEs, at each data point entry and through Subject AIMS.

Year 11 Intervention Programme	B1, B2, B9 KP1, KP2	To close gaps in knowledge in Core subjects in year 11 through developing interventions to proactively meet the needs of our learners to ensure a positive P8 score.	<ul style="list-style-type: none"> Targeted PE intervention lessons built into the timetable to support Year 11 pupils with Maths and English intervention to close gaps in learning. Additional English class timetabled in both bands to reduce group sizes in sets 3,4 and 5. No subject forms this year. Additional lesson time for non-Triple Science pupils in Maths, English and Ebacc subjects. 	ARE	After PPEs, each data point entry and through Subject AIMS.
Year 11 targeted SLT strategy - 'Super Sixty'	B5, B8, B9 KP2, KP5, KP6	A continuation of high-quality support provided for those pupils identified as having a 'barrier' to achieving their full potential.	<ul style="list-style-type: none"> Pupils reviewed using most up to date data from Year 10. Early and focused intervention - Mentors to produce an action plan for PPE2 bespoke to each pupil. Elimination of paperwork to ensure that the interactions are purposeful. Wider '60' to be shared with CTLs and focus on wave one interventions. 	ETA, SLT	At each DP, review and measure impact. Make changes to the cohort where necessary.
Subject AIMS	B1, B2, B9 KP1, KP2	To enable the tailoring of intervention to specific subject areas and barriers to ensure a positive P8 score.	<ul style="list-style-type: none"> Regular Core and Subject AIM meetings to challenge/support CLTs and provide guidance for interventions. Clear guidance provided for CTLs and SLT line managers before meeting. Principal and VP to run meetings to ensure consistency. 	ARE	As per calendar.
Year 11 'One Big Year'	B1, B2, B5, B9, KP1, KP2, KP5	Provide accurate data to allow identification of gaps in knowledge to ensure that intervention outlined above is timely and targeted.	<ul style="list-style-type: none"> PPEs, two further sets of PPEs to be held in year 11. Clear communication with pupils and parents/carers re: expectations and arrangements. 	ARE	Data analysis following each set of PPEs.

			<ul style="list-style-type: none"> • Parental engagement events to link to each PPE set. • Subject AIMS to follow PPEs to ensure intervention is timely and targeted. 		Core and Subject AIM meetings held as per calendar.
Cost					£136,394

Wider strategies

Action	Barrier/KP	Intended outcome	Implementation	Staff lead	Review
Supporting Success programme	B5 KP2	Increase parental engagement in supporting their child's progress and understanding of how to help their child succeed.	<ul style="list-style-type: none"> • Year 11 Supporting Success' evening in October 2021 to provide range of guidance for support and information about exams and expectations of y11. • Supporting Success evenings planned out for Years 7-11 over the academic year with a focus preparing the pupils for the year ahead and ideas for parent/carer support at home with subject specific revision and organisation. 	ARE, ETA	After each Supporting Success event.
Access to technology and remote learning for all	B7 KP2, KP3	To ensure that pupils are accessing and engaging within remote learning.	<ul style="list-style-type: none"> • Audit the need for additional laptops and access to ICT, e.g. new Year 7 cohort. • Ensure that provision of laptops identifies the most vulnerable pupils. • Development of Student SharePoint and Teams to aid engagement of pupils. 	ARE, ETA, ALY	Audit. SharePoint and Teams pupil voice.

Out of school support programme	B1, B2, B9 KP1, KP2	To close gaps in knowledge in subjects in year 11 through out of school interventions to proactively meet the needs of our learners to ensure a positive P8 score.	<ul style="list-style-type: none"> • Identification of targeted pupils following Subject AIM and PPEs for involvement in Easter and Spring Bank out of school support programme. • Clear communication to pupils and parents/carers to ensure high take up of both programmes. 	ARE	After PPEs, each data point entry and through Subject AIMS.	
					Cost	£0
					Total cost	£136,394
Total allocated funding					£121,919	