



## Covid Premium - Secondary Phase 2020-21

Activity	Intended Impact	Costs	Sustainability
<p><b>Diagnostic assessments</b> to identify gaps in learning both academic and pastoral/mental health etc.</p> <ul style="list-style-type: none"> <li>- Impact Ed</li> <li>- Reading</li> <li>- Spelling</li> <li>- Maths</li> </ul>	Teachers will have the knowledge they need to ensure targeted work is focused and overcomes barriers to learning	<p>£600 per year</p> <p>£2400 total</p>	<p>Reporting to parents will now include this information.</p> <p>Teachers/inclusion teams are going to continue to embed this model.</p>
<p><b>PALS tutoring</b> 5-6pm additional time 4-5pm timetabled but intervention to be in place Coaching programme</p>	<p>Gaps formed during partial closure to be locked</p> <p>Learners will feel more confident in their learning, able to access learning in class.</p>	<p>£50,000 total</p> <ul style="list-style-type: none"> <li>- coordination roles x2 within this to cover each site</li> <li>-</li> </ul>	<p>Capacity building</p> <p>Recruitment strategy - teachers</p>
<p><b>ELSA/emotional support</b></p>	Learners will have their emotional needs met enabling them to be more prepared for learning	£10,000	Well-being and emotional support to close gaps on entry to focus specifically on removal of barriers and resilience.
<p><b>Additional teachers in English, and science department</b> (maths is currently over capacity) to support in Year 11 - focus on</p>	Gaps closed between groups especially those identified as disadvantaged/vulnerable	<p>£70,000</p> <ul style="list-style-type: none"> <li>• £35,000 (Science Teacher + on costs)</li> </ul>	Staff recruitment/retention of core subject for next academic year

vulnerable group		<ul style="list-style-type: none"> <li>£35,000 (English Teacher + on costs)</li> </ul> <p>Reason for the larger cost is to ensure we are not restricted to NQT/RQT if a more experienced member of staff apply.</p>	
<b>Tutoring programme</b> with internal capacity e.g. teacher associates, additional teaching days	<p>Gaps formed during partial closure to be locked</p> <p>Learners will feel more confident in their learning, able to access learning in class.</p>	<p>£200 per student</p> <p>£20,000 (Y11 and Y7 high need)</p>	Growing internal staff to further additional support year on year in support of our wrap around support
<b>Vocabulary intervention</b> (bedrock) - Year 7 (gaps on baseline identified)	<p>Gaps formed during partial closure to be locked</p> <p>Learners will feel more confident in their learning, able to access learning in class.</p> <p>Learners will be able to access learning because they understand academic verbs.</p>	£7000	Gap will close on entry - roll forward due to impact
<b>Reading/decoding</b> KS3 online reading A book purchased for all Year 7 learners	The decoding barrier will be addressed and learners will be able to access learning across the curriculum	£1800 for Year 7 book trust	Books to be recycled year on year to support strategy



	Engagement in reading will improve and learners will develop a love of reading		
<b>Lunchtime drop ins with support</b> staff ensure wellness/remove barriers to learning (pastoral/inclusion team)	Emotional barriers will be addressed in time outside of the learning time.	£5000	Training and growth of internal staff to further additional support year on year in support of our wrap around support
<b>Visualisers to support specialist teaching</b> in non specialist rooms <ul style="list-style-type: none"> <li>- Creative curriculum</li> </ul>	Modelling to be consistently high standard Learners will be able to access all learning	£2000	Continued and used year on year to demonstrate and model through our growing blended learning platform
<b>Holiday learning packages</b> to be based at school setting or a setting that meets their needs	Gaps formed during partial closure to be locked  Learners will feel more confident in their learning, able to access learning in class.	£7800 = 46 pupils across 6 weeks with small group tutoring	Gaps to be closed following focus on well-being and learning support. Sustained through approach to support.
<b>Wrap around learning and character programmes</b> <ul style="list-style-type: none"> <li>- Based out of secondary schools/setting that would meet need (including weekends/ holidays)</li> <li>- Academic</li> <li>- socialising</li> </ul>	Gaps formed during partial closure to be locked  Learners will feel more confident in their learning, able to access learning in class.  Social mobility to be enhanced through the provision	£20,000	Gaps to be closed following focus on well-being and learning support. Sustained through approach to support.

# GOSPORT & FAREHAM

## MULTI-ACADEMY TRUST



<b>Food and drink for supporting sessions</b>	Learners do not have hunger/focus barriers to engaging in their additional session	£3000 spending against	Gaps to be closed following focus on most disadvantaged well-being and learning support through holiday, weekend and wrap around care.
<b>Professional Learning</b> linked to: <ul style="list-style-type: none"> <li>- recovery curriculum</li> <li>- SEMH needs in schools</li> <li>- Well being support</li> </ul>	Staff upskilled and trained in supporting the growing and developing needs identified from consequences of school closure.	£5000 spending against	Internal staff upskilled and trained both internally and externally to support growing and wider need identified through school closure
<b>Skills builder linked to GF</b> <ul style="list-style-type: none"> <li>- Tracking development of character qualities across the curriculum</li> <li>- Ability to measure progress beyond the academic</li> </ul>	<p>Teachers will be well informed about the progress beyond the academic.</p> <p>Areas for development will be addressed rapidly.</p> <p>Learners will be able to identify their strengths and what they need to develop further.</p>	£1000	Sustained use of skills builder to be embedded across the curriculum to focus on development of the whole child through curriculum reviews and SDIPs
<b>Total: £197,850</b>			