

ACADEMY NAME

Tudor Academy

Amount allocated to Academy : £38,135

ASSESSMENT INTELLIGENCE

Briefly state the assessments carried out by the academy that indicate the greatest need and areas for support.

Academic Support:

Upon return in September 2021 all children across the academy completed baseline assessments in reading, writing, Mathematics and Language link. We wanted to determine if there were any gaps in children's understanding due to missed learning time across the past two years.

Our data has shown that;

- Children in our younger year groups have shown larger gaps in understanding. Some children in our nursery and reception class had limited time at school before this academic year due to COVID closures. This has impacted on their reading and writing and for our younger children, their understanding of phonics.
- We have a high number of PPG children. During period of school closure, the children did not have access to regular reading support. Whilst we provided an online link to library resources and high quality texts, these were not always accessed. As a result, attainment in reading and phonic development has slowed for some children.
- During period of closure our children have not always been expected to speak as much as they would if they were at school. Our Language link assessments have highlighted significant gaps in language development for some children.

Mental Health, Nurture and well-being support:

Where we have a concern about a child's well-being or mental health, all incidents are logged on our system and are closely monitored. We recognise poor mental health or well-being can be a barrier to learning. Our children have been through a disruptive, extraordinary two years, and for some children, settling back in to a school routine has been more difficult.

Monitoring of our logs shows that;

- We have a high number of families who have been directly or indirectly affected by bereavement
- We have a very high number of families whose financial situation has deteriorated and there is a heavy reliance on support such as the food bank.
- We have a higher number of children on our safeguarding registered. This is for a range of reasons, many of which have been exacerbated by periods of lockdown and school closure.

SUPPORT RATIONALE

Briefly state the support that will best address the challenges for PPG pupils post-Covid. This should be specifically related to addressing the issue with the support being highly targeted and measurable.

High quality teaching day in day out is the most important tool we have to improve outcomes for our pupils. Additional time working 1:1 or within a small, focus group with the class teacher to fully understand next steps or complete regular pre-teaching or over-teaching segments also supports rapid improvement in attainment.

- In order to facilitate this, we have adjusted our daily timetable. The school day is now longer (8.30am-3pm). Between 8.30-9am teaching assistants are deployed in classrooms. This enables the class teacher to complete targeted intervention with individual children, as well as lead small group sessions.
- Additional CPD for the class teachers has been delivered. This has supported every class teacher to understand how best to ensure that interventions are personalised and meet the specific needs of every child.
- Two of our Higher Level Teaching Assistants have completed intensive training to support them to deliver a comprehensive programme of 1:1 targeted tuition for those children who we have identified as having the lowest reading gaps.
- We recognise that some children have had limited access to high quality texts. It has been particularly evident that children have not all been reading regularly at home. We have re-opened our school library and invested in additional high quality texts for the children to read at home.

We recognise that children learn best when there are no barriers to their learning. This includes barriers related to wellbeing and mental health. Our pastoral team have completed specific training to support a range of mental health needs and to improve well-being.

REQUESTED RESOURCES

Briefly state the form of the support and the expected cost. Please state if the resources can be shared across a neighbouring academy.

Resources	Cost
High quality reading books - Additional high quality texts for the lending library, as well as for the classroom. Children's books are changed regularly and they are able to take texts home each day.	£15, 500
Teaching Assistant Additional hours – Some Teaching Assistants have completed additional hours (8.30am-9am). This has enabled the class teacher to led targeted intervention at this time.	£9, 800
Pastoral Training and Support Provision – Specific training has been completed by the Pastoral Team to provide mental health and well-being support. Alongside this, nurture breakfast and additional interventions have been provided.	£12, 500
1:1 Tuition Support – Two high level teaching assistants have completed intensive training to lead 1:1 targeted tuition support.	£7,900

OUTCOME MEASURES

How will you evaluate the impact of the funding?

Academic Support:

We will evaluate the impact of the additional funding through a variety of assessments and statutory testing. Children have completed baseline assessments. This will give us a clear understanding of the progress they have made (for example in standardised scores and percentile ranking). Children should also be on track to meet their end of year / end of Key Stage Targets.

Academic Support:

We use the Boxall profiling, ELSA, SDQ and SNAP-B. This aids us in understanding the impact we have made on a child's mental health and well-being. We will also monitor our online programme and we should see a reduced number of logged incidents.

Evaluation – July 2022

Against the outcome measures what impact has the funding had