

Objective	Actions, including CPD	Responsible	Expected Outcomes	Status	Resources cost	Actual spend	Impact statement	Done?
1 Ensure staff, parents and pupils receive timely progress reports and any underachievers following lockdown are identified.	1 Setup SIMS/PARS/SISRA for Year 11 reports and identify underachieving pupils and ensure all HoF/HoH are aware of them. Year 11 and 13 to sit early diagnostic assessments. All Year 7 and 8 pupils to sit accelerated reader star assessments.	AJS/TDM	Underachievers identified. Parents receive reports informing them of their Sons progress. Parents of underachievers to be contacted regarding intervention in Maths, English and Science.	Complete	0	0	Parents/staff/pupils all had access to timely reports allowing for intervention to targetted and impact to be measured.	Yes
2 Improve numeracy of pupils who have fallen behind target	2a Provide additional Maths lessons taught by Maths teachers. 4 hours per week for 30 weeks.	AJS / NGS	All year 11 are caught up in maths so that FIP targets are met. Progress report 2 and mocks shows strong performance in line with previous years	Started	5200	5200	All classes made good progress over the year. The Value added taken in the Autumn term compared with the teacher assessed grade were as follows: Class A (8 pupils): -0.3 to +0.9, Class B (2 pupils): 0.0 to +0.5, Class C (7 students): -1.0 to -0.2 and class D (3 pupils): -2.5 to -1.	Yes
	2b Arrange for additional Tuition for Year 11 provided by NTP (National Tutoring Program) partner.	AJS / JLB	Pupils make significant improvements in Maths with PP, SEND and lower ability boys at targets set from FFT		1000	1170	Following the announcement of the second national lockdown, and the subsequent announcement of the Teacher Assessed Grades, this provision was no longer appropriate and so the funding set aside was re-allocated to Mental Health provision, something which we felt would be needed more as a result of the lockdown.	Yes
	2c Extract pupils from Games lessons for additional Maths tuition with a Maths Teacher and a Teaching Assistant. Selection of pupils based on progress data. Sessions to cover content delivered during lockdown as well as revision and practise exams.	AJS / NGS / JDW	Pupils in maths overall hit targets agreed with the Trust and pupils on intervention are within half a grade of target by March		2500	2500	26 students were targetted for this support based upon progress data. Main focus was on exam preparation. Students in this group were on average a grade behind their target, but at the end were half a grade above.	Yes
	2d Extract pupils from certain sections of Maths classes to provide small group tuition with Maths specialist Teaching Assistant. For underachievers in years 8, 9 and 10. Rotating pupils as required. 10 hours per week directed by the class teacher.	AJS / NGS / JDW	Pupils to hit baseband and KS4 target grades.	Completed	6400	4957	Students receiving intervention support have shown an increase in their exam marks, averaging +11.12%. This was calculated by comparing their first grade of the year with their summer results. Of the 18 students in the intervention classes, 4 have moved from achieving below the class average to above it. Students who are able to maintain this standard may be considered to no longer need intervention.	Yes
3 Improve literacy of pupils who have fallen behind target	3a Provide additional English lessons for year 11 taught by English teachers. 6 hrs per week.	AJS / CMS	All year 11 are caught up in English so that FIP targets are met. Progress report 2 and mocks shows strong performance in line with previous years	Started	7600	7600	The funding was spent on providing additional English tuition for 21 students who each recieved 2 extra English lessons per week. Those students improved by approximately one grade over the course of the year and on average went on to a achieve their target grades.	Yes
	3b Arrange for additional Tuition for Year 10/11 provided by NTP (National Tutoring Program) partner.	AJS / JLB	Pupils make significant improvements in English to be in-line with the progress and attainment made in 2019		1000	1170	Pupils at Beechen Cliff School Bath took part in a series of 15 tutorials which culminated in a challenging end of programme assessment. Based on The Brilliant Cub's standardised mark scheme, tutors marked assessments for three academic competencies that the programme is designed to improve: written communication, subject knowledge and critical thinking. For STEM courses, tutors used problem sets to assess pupil progress with these competencies. To measure the journey travelled by pupils from start to finish of the programme, pupils will complete a baseline assessment that was marked for the same criteria. Unfortunately, due to poor attendance at the end of the term and the disruption caused by the isolation process that some pupils faced, it was difficult to complete the final assessment and impact was not clear for all students.	Yes
	3c Small group literacy work. Extract Year 7 pupils from lessons. (1 hour each per week).	TDM / LKH / JLB	Pupils to improve and hit Basebands for English.		1300	0	this planned provision did not take place due to changes in staffing required as a result of COVID. Fund was redistributed.	Yes
	1 to 1 literacy and reading support for Year 8 pupils with low reading age. 1 hour per week with a teacher. Test pupil reading ages before and after intervention	TDM / CMH / JLB	Pupils to improve literacy and reading in order to better access the curriculum for GCSE. Pupils make better 6 months progress in 4 months of actual time.		1300	1300	The students involved in this intervention increased their English grade by 0.4 grades on average.	Yes
	3d Year 7 pupils who are underachieving in English to be extracted from other subjects and run 3 x weekly literacy/reading support with an English specialist TA with years of teaching experience.	MMW / JLB	Reading age to improve dramatically (by 9 months in 4 months of time) allowing pupils to access the curriculum in all subjects.		1800	2468	This funded phonics intervention aimed at increasing reading fluency. 5 out of 15 pupils made gains of at least 1 year in the first three months and graduated out of this intervention. The remaining 10 continued for the full ten months and had average reading gains of two years by the end of the course. They are all continuing with Literacy Support next year to focus on their next steps. Pupil and parental engagement remained high throughout and this and staff will continue to promote the importance of this in Year 8.	Yes
	3f Improve stocks of age appropriate books in the library to encourage pupils with low reading ages to read.	JLB / MWN / MHA (Librarian)	Pupils are able to choose from a wider range of books and interest levels rise.		500	0	Upon announcement of the second national lockdown it was decided that this provision would be reallocated to the Mental health fund as pupils would not be able to read the library books in school.	Yes
4 Improve knowledge, skills and understanding of Science of all pupils who have fallen behind target.	4a Arrange for additional Tuition for Year 11 provided by NTP (National Tutoring Program) partner.	AJS / JB	Pupils make significant improvements in Science to be value added over all +0.3		1000	0	Following the announcement of the second national lockdown, and the subsequent announcement of the Teacher Assessed Grades, this provision was no longer well targetted and so the funding set aside was re-allocated to Mental Health provision, something which we felt would be needed more as a result of the lockdown.	Yes
	4b Extract Year 11 pupils from Science lessons for small group tuition, revision and exam prep support. 1 hour per week with a Science Teacher.	TDM / LKH	Pupils to improve and hit target grades for Science.	Completed.	1300	1300	Disadvantaged students in science made significant improvements throughout the year, increasing by approximately two grades between August and Summer TAGs. 75% of Pupil Premium students made better than expected progress vs 2021 Peers nationally.	Yes

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5 Improve the progress of pupils who have fallen behind in non-core subjects.	5a Twilight revision programme - core subjects 6 weeks of 3 x weekly revision/tuition programme covering missed content. Funding to provide resources and food/drink to improve attendance.	AJS / CMS / NGS	Pupils to meet their end of KS4 targets.		2750 resources	0	Following the announcement of the second national lockdown, and the subsequent announcement of the Teacher Assessed Grades, this provision was no longer appropriate and so the funding set aside was re-allocated to Mental Health provision, something which we felt would be needed more as a result of the lockdown.	Yes
	5b Provide pupils with the revision guides and workbooks they need in order to catch up missing content.	AJS	All pupils have the revision guides they need and they meet targets in science PP and SEND match targets set and achieve in-line with peers		2000	157	Maths revision guides and stationary were purchased and provided to Pupil Premium students.	Yes
	5c Arrange for additional Tuition for year 11 provided by NTP (National Tutoring Program) partner.	AJS / JB	Pupils make significant improvements towards meeting their key stage 4 targets. Students achieve targets set by school and agreed by Trust.		1000	0	Following the announcement of the second national lockdown, and the subsequent announcement of the Teacher Assessed Grades, this provision was no longer appropriate and so the funding set aside was re-allocated to Mental Health provision, something which we felt would be needed more as a result of the lockdown.	Yes
	5d Yr11 Mentoring programme Revision support 6th form PP Careers Financial incentive (Amazon vouchers) to underachievers/disengaged pupils for attending and engaging.	AJS AJS/HoFs KM JW EB	Underachievers are better engaged as seen in reduced (by 20%) behaviour incidents for the group. Pupils make improvements in progress and 85% of those on the programme achieve school-set targets.		500 Prize Vouchers	0	Following the announcement of the second national lockdown, and the subsequent announcement of the Teacher Assessed Grades, this provision was no longer appropriate and so the funding set aside was re-allocated to Mental Health provision, something which we felt would be needed more as a result of the lockdown.	Yes
6 Ensure all subjects are able to adapt the curriculum as a result of lockdown to ensure T+L is as effective as possible and pupils are able to catch up on missed content.	6a Ensure teachers have access to visualizers to support teaching and learning in bubbles and teaching remotely where required. This will fund 20 visualizers.	AJS	Pupils have access to the best quality teaching given COVID-19 restrictions.		4000	2870	20 visualizers were provided to classroom teachers. 30 headphones were provided to the music department. This provision enabled live lessons to be taught remotely during the second national lockdown and lessons to be adapted once school reopened with new restrictions due to covid. This significantly improved quality of teaching and learning and online attendance and engagement during this process. All class teachers and supporting teaching assistants were provided with visualisers and/or webcams. This allowed teachers to run a full programme of live lessons via Google Meet, ataching assistants to join lessons with the pupils they were supporting. Webcams also allowed key worker children who were in school to join and fully contribute to their online lessons - Webcams and visualisers allowed key staff to record short training videos to train teaching staff on how to use Google Meet and how to deliver effective online lessons - Webcams allowed staff meetings to go ahead virtually, allowing for the efficient sharing of information and ongoing staff training. Staff were able to see each other, discuss teaching and learning, ask questions, discuss pupils of concern etc., and this also served to boost staff morale during extended periods of lockdown - Tutor time was run over Google Meet. Pupils being able to see and hear their tutor (by using the webcams/visualisers) allowed us to continue building a sense of community and to look after and guide our pupils from a distance - All pupils followed their normal timetable and had a full programme of tutor time, work set on Google Classroom and live lessons. This would not have been possible without staff having access to the necessary technology. We were not able to offer this during the first lockdown (March - July 2020), as staff did not have the necessary equipment or skills at this point - Three lesson observations were carried out over Google Meet during the academic year 2020-21. 100% were graded good/good with outstanding features. These lessons were delivered and observed using webcams brought with catch up funding. They were also delivered following staff training on how to make learning engaging online. This training was delivered using webcams and Google Meet - During the second national lockdown (06/01/21 - 08/03/21), 18,945 posts were made by teachers on Google Classroom. 9,579 of which were assignments. 1,351 made 87,324 work submissions on Google Classroom. These high levels of student engagement would not have been possible without running live lessons where teachers could explain work, communicate with their pupils and keep them on track.	Yes

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	6b T+L/faculty resources. HoFs to request funds for faculty T+L resources to aid the catchup of pupils in lessons. E.g. Additional software packages, photocopying, additional textbooks etc...	AJS/HoFs	Faculties have the resources they need to catch-up pupils and adapt curriculum as a result of COVID-19 and all pupils meet targets in : Languages Geography History Technology Art		10,000	7379	<p>Creative design: Recieved £2300 and matched this using additional funds from their budget to buy textbooks, software and resources which enabled the curriculum to be taught despite the COVID restrictions associated with "bubbles". The curriculum was covered and therefore the effect of lockdown was limited. Autumn forecast was for a Value added of +0.3. Final TAGs showed a value added (vs 2021 national data) of +1.1 for the faculty as a whole, showing the impact was mitigated. Science Faculty: recieved £2500. The funds were used to buy Oxford Revision Guides for Year 10 and Year 11 students: Impact - progress for science in TAGs was excellent particularly in PP boys who were the targeted focus of resources.</p> <p>Printing and Photocopying of Y11 Exam Question workbooks for Revision in class and after school sessions - See above - excellent progress across the board, but particularly in Pupil premium boys who were behind at Christmas.</p> <p>Printing and Photocopying of ZigZag revision resources and exam practice booklets for A-Level Chemistry, Physics and Biology - This allowed A-Level students to feel like they were well prepared for TAGs and progress in all subjects was good.</p> <p>CGP KS3 Revision Guide and Question books Class Set for Biology / Chemistry / Physics which have been used to support KS3 students who have gaps identified in their knowledge in class and in targeted revision classes in the coming year or two.</p> <p>Physical Education: this subject was particularly hard hit by COVID restrictions and the national lockdown. £780 was used to buy the "Everlearner" Software which enabled pupils to study PE online by having access to videos and online tests. As a result students increased their progress from -0.7 in Autumn to -0.4 in the TAGs.</p> <p>History: History received £330 to purchase of a CGP topic/revision guide for each Yr11 pupils in the cohort just before the second national lockdown. This covered material which was dealt with during the lockdowns and it made an enormous difference to the breadth and depth of knowledge and understanding our Year 11 students showed in the controlled assessments we carried out in March, April and May this year to inform TAGs. Value added rose from -0.1 in Autumn to +0.2 in the TAGs. English: Recieved £692 which was spent on Language Revision text used to support students in the support English classes over the course of the year. 22 students in yr11 benefitted from this provision and made an improvement of just over 1 grade during this time. GCSE English Language for AQA Progress Student Books were purchased to be used with Extra English classes, the English retake group and for revision classes. The content is focused on the exams and will enable targeted teaching of the areas lost due to Covid interruption. The remainder was used for Massolit Subscription; A brilliant website with lectures and resources on all of the set texts and also wider reading for A level. We subscribed in October in order to support catch up and also in case of further lockdowns/ isolations and working from home.</p>	Yes
Supporting pupil wellbeing, attendance and behaviour following an extended period of school closure and given COVID-19 teaching and learning and movement restrictions.	6c Employ a non-teaching member of staff to support behaviour for learning and pupil wellbeing.	AD / JCO / KSM	Pupil behaviour in lessons improves (25% drop in behaviour issues with identified group) Pupil engagement with the curriculum improves Staff survey indicates behaviour improvements. Number of FTE days reduced to be in-line or below national.		12,000	17188	<p>Behaviour and wellbeing support officer: £11,500. This was used to employ a member of staff who would provide restorative support to pupils who struggle to behave and remain in lessons and to improve attendance. This provision has been sufficiently successful that it will remain permanently. Attendance: Attendance improved from the end of Term 3 to the end of Term 6 and went above normal national average. Overall 96% by end of year. PP and SEND E attendance was at 93% SEND K was at 95% Mental Health £5688 was funded to provide additional solutions focussed mental health support. During 2020/21 205 students recieved a total of 441 counselling sessions. In student feedback surveys from the students seen - 100% of students said that they would recommend the Soution Focused approach.</p>	Yes
Totals					59900	55259		