



The school vision of ‘improving the life chances of all students’ is at the heart of everything we do at CODA. The Covid19 pandemic has reduced the opportunity for students to learn as effectively as they would normally have. Schools were allocated an additional £80 per pupil to fund specific activities to support pupils to catch up for their lost teaching during these school closures in 2020. CODA invested approximately £75,000, on top of the £75,000 allocated as ‘Catch-Up Funding’, in order to realise our school vision of improving life chances. Our plan is a tiered approach, structured in accordance with the guidance document published by the EEF. This funding has been ring-fenced and carried forward into the 2021-22 academic year.



Teaching

For example: Professional development program, supporting Early Career teachers, assessment, effective remote learning.

Priority	Actions	Who	Review Date	Impact/success criteria (KPI's)
To continue to develop staff to be more proficient at providing remote learning opportunities for our students. This is to include RL opportunities for students absent from school.	To provide staff with additional training on what makes good remote learning in terms of resources and feedback. Working party to look into effective ways of teaching in school and providing RL for absent students. Protocols to be written and embedded. Direct staff to training where appropriate.	CRu	July '22	Students will be able to access a blended curriculum that is challenging and engaging and enables them to make effective progress when absent from school.
To develop our students to be more proficient at learning remotely	To continue to train students in the use of Microsoft Teams so that they can participate fully in the remote learning opportunities they are provided with. Arrange ‘drop down’, additional time, and additional development activities for students, including a specific weekly form time for developing digital literacy skills. Develop a school philosophy/expectations of digital learning at home and embed Y7-11 digital literacy curricula.	CRu/MHe/ML	July '22	We will see increasing numbers engaging with remote learning as a result of enhanced understanding and more accessible work. Student effectiveness with technology is maintained and enhanced.
To raise the aspirations of our students and help them understand the links between what they do in school and what they do as next steps (post 16).	To create ‘Aspirations Boards’ in every form room. An ‘Aspirations’ wall display will be featured in the school as part of phase 3 of the aesthetics plan.	PSm	To be in place by Dec 2021	All students will aspire to something and staff will be able to discuss their next steps with them.

<p>Developing whole school assessment philosophies and systems.</p>	<p>This will be done through a review of the CODA Code. Improving our assessment culture. Colleagues will need re-training on effective Low Stakes Testing. Staff development on methods of assessment will be a priority in inset and twilight sessions in 2021-22. Inter and intra school/Trust 'deep dive' training and 'deep dives' to be completed.</p>	<p>AHa/CRu/MHe</p>	<p>Termly. Ongoing</p>	<p>Students will make accelerated progress as a result of resources, assessments and formative assessments being made more accessible to them.</p>
<p>Ensure hardware for remote learning is effective.</p>	<p>Review hardware and improve where appropriate (visualisers as an example). Annual expenditure on devices to support the academic development of disadvantaged pupils and narrow reading gaps. Starting in the Autumn term we will invest in chrome books for all eligible pupils in year 7. The expectations of the use of this device will be in line with the CoDA Remote Learning Philosophy.</p>	<p>RMe/MHe/SLT</p>	<p>Termly. Ongoing review through Link ICT and survey of needs data</p>	<p>Narrow gaps PP/non PP.</p>
<p>Ensure parents and carers are able to access the variety of online learning platforms we use for remote learning.</p>	<p>Provide a community digital hub for parents to come and use school hardware to develop their understanding of online learning. These will be offered onsite and in the community, and will include support with Microsoft applications, Teams, Classcharts, Go 4 Schools, Mathswatch, Bedrock and SchoolCloud.</p>	<p>RMe/PS/SLT</p>	<p>July '22</p>	<p>Improve parent engagement.</p>
<p>Total budgeted cost</p>				<p>£30,000</p>



Targeted academic support

For example: Structural interventions, small group tuition, one to one support, effective deployment of Teaching Assistants, reading interventions

Priority	Actions	Who	Review Date	Impact/success criteria (KPI's)
To provide groups of students who cannot access the full curriculum because of their learning needs to receive timetabled support.	To Timetable two dedicated EAL support instructors to deliver small group literacy intervention and one specialist primary trained teacher will deliver literacy and numeracy intervention lessons.	CFa/NZa/LWS/RR	Ongoing and Termly	Targeted students who receive support will make accelerated progress in literacy and numeracy and to enable them to access the curriculum pathway that most suits their needs.
To provide opportunities for students with opportunities to work in small group settings with trained academic mentors.	To employ academic mentors using YiPiYaP and experienced in house supply, in Maths and Science. HoD to provide timetables and plans for interventions. Curriculum plans for tutors and mentors to coherently blend with departmental curricula.	RMe/PS	Jul '22	RL accessibility and FP data will be used to monitor the accelerated progress* of those pupils receiving mentoring.
To provide pupils with the resources to develop their reading and their vocabulary.	To purchase licenses for Bedrock Learning for all pupils. This will include KS3 students having dedicated timetabled lessons to work through the programme and training staff, students and parents to use the programme effectively. Embed the Trust reading protocols when launched in September 2021.	RMe	Jun '22	Assessments are built into the programme that allow school leaders to track the progress of pupils.
To provide low ability learners with differentiated numeracy resources.	To purchase Numicon subscriptions and resources to allow pupils to develop their numeracy skills. Again, students in KS3 will have timetabled opportunities to develop these skills. Pay for TLR remuneration. Timetable specific numeracy and literacy lessons in Year 7. Quality assurance focus on low ability schemes of learning in maths.	DBI/MHe/maths dept.	Jan '22	Summative and formative assessments are built into the programme. Maths FP data can also be used track accelerated progress* and measure impact. Assessment data tracked by DBI

To provide all students in Y7 and Y8 with their own reading book.	To register with the Book Buzz scheme that allows pupils to select their own novel chosen from a selection of 17 titles that they get to keep.	RME/MMcQ	Dec '21	Pupils receive a book from the school. Those in Year 7 can use this to complete the reading log under development. Part of the CoDA response to disadvantaged pupils having low levels of literacy in homes is to provide every pupil in years 7 and 8 with a book of an appropriate level of challenge.
Support student aspiration by ensuring careers support is effective	Remote/Online careers package to be researched, purchased and embedded.	PSm/JMa	Dec '21	0 NEETS and a reduction in RONI.
Provide a bespoke developmental curriculum for those students with significant gaps to cognition, learning and skills.	Year 7 and 8 Ignite class to be offered a 'forest school' curriculum and Baby People. MT and JM to be trained and lead the delivery of these curriculums at Connect. Further interventions will be provided, including Baby People and Equine Therapy.	PS/ETo/MT/JM	Jul '21	For our most challenging students to develop skills such as resilience, self-confidence and empathy so that learning and development can occur across all subjects. BFL scores, reduction in exclusions, improved attainment and progress to flightpath.
Total budgeted cost				£30,000

*** Accelerated Progress at CODA – A student makes more progress in years than they undertake in each of the provisions. E.g. A student participating in reading groups for 9 months will make more than 9 months of progress with their reading age.**



Wider strategies

For example: sustaining parental engagement, social and emotional learning, reinforcing behaviour routines, breakfast clubs

Priority	Actions	Who	Review Date	Impact/success criteria (KPI's)
To raise achievement and inspire a 'love of learning' in 40 Y10 and 40 Y11 eligible pupils. This will be evaluated and rolled out further to a wider audience.	To provide workshops using Learning Performance to 80 eligible pupils in Year 9 and 10 that focus on metacognition, self-regulation and resilience and the learning journey of the child as a whole.	RMe	May '22	Pupil evaluations of the programme will measure the extent to which they feel they have benefitted.
To provide opportunities for pupils who don't have access to technology at home to access remote learning in school.	To provide devices for Y7 pupils who are digitally vulnerable – including plan written for year-on-year investment.	RM/HoY	Jan '22	Students will be able to access a blended curriculum that is challenging and engaging and enables them to make accelerated progress.
To provide students who do not have access to RL with 'subject key learning booklets'. These booklets will also be returned to school so assessment and feedback can take place.	Provide printed materials for those for whom that would be more appropriate.	MH/HOY/HOD	Jan '22	Improve levels and volume of engagement when not in school. This will improve outcomes.
Develop coping strategies and resilience for students. Develop coping strategies and resilience for staff.	INSET support for staff. Drop Down Days and revising Character Development curriculum.	ETO/ML-B	Jan '22	Improved attendance (staff and students), reduced BFL negative scores. Improved outcomes.
To provide support for families outside of the educational setting to ensure that they are able to become better learners when in school.	Pilot the Educational Support Worker role; including writing the job description, advertising the post, appointing and providing training for someone on a 2 day basis to assist families in need of parenting support.	ABa	May '22	Students from targeted families will learn better, behave better and attend better. Targeted families will also engage better with the learning process and school events linked to their children.
Total budgeted cost				£7,000

Overall Total = £75,000