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| Witchford Village CollegeProvisional Allocation: £60, 760Autumn 2020 Payment: £15, 190 |
| Desired Outcome | Strategy | Rationale | Review and Staff Lead |
| Ensure that the Progress 8 figure is +0.5 and that students who are disadvantaged make progress that is in line with their peers.Ensure that HPA students make progress that is at least as good as their peers. | Lexonik subscription | Reading comprehension strategies focus on the learners’ understanding of written text. Pupils are taught a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and identifying difficulties themselves. EEF | JAF |
| Purchase of class reader books for whole school literacy programme |
| Small group English tuition |
| Heggarty Maths subscription | Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. EEF | RAF/ EDO |
| Small group tuition for a range of subjects |
| Twilight Homework Support staffed by colleagues after school focusing on specific and targeted homework tasks | The evidence shows that the impact of homework, on average, is five months' additional progress. EEF | ZT |
| Late buses extended to include to Fridays to allow for a greater range of extra-curricular clubs |
| Bespoke targeted twilight mentoring and intervention for HPA students to support with metacognition and accelerated learning | Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months’ additional progress. ***EEF*** | EDO |
| Targeted small group mentoring from Anglia Ruskin University focusing on students in Years 7-11 who are 4/5 borderline | Regular academic mentoring will allow students to feel supported and challenged both socially and academically. | JM |
| Cultural experiences through Arts participation and cultural activities  | Overall, the impact of arts participation on academic learning appears to be positive but low. Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools. EEF | NDC |