

Costing plan

Immanuel College



Objective 1 of C.S & A.F

To mitigate the lost learning of the past by understanding the impact of summer 2020 and putting in place rapid interventions to fix this through gap analysis and quality first teaching.

EEF+ Focus	Actions <i>review and impact</i>	Staff Lead / Budget	Monitor (Who and When)		Success Milestones <i>review and impact</i>		
					Term1	Term 2	Term 3
Quality first teaching	<ul style="list-style-type: none"> Work with heads of Faculty to identify gaps in learning and how and by when these will be mitigated, ensuring that the learning of groups of students are taking into account (e.g. SEND, PP) Deficit learning plans in place and schemes of work adapted by faculties Student interventions have taken place in some subjects (CLPD, Maths, English) 	SP/ED £0	SP/ED/HS/KH/H OF	Weekly via line management and through middle leader meetings and QA processes.	Gaps identified and plans in place.	Hof have plans in last to mitigate any lost learning	
	<ul style="list-style-type: none"> Faculty CPD to ensure excellent subject knowledge leads to quality first teaching Teams CPD has been rolled across faculties. Investment in Class Charts across the school. All staff trained Colleagues have attended webinars on improving remote learning/ live teaching and have disseminated information to faculties. School based research continues. (Doug Lemov daisy Christadoulou) 	ED/JMW/ KB/TD/SP / HOF £0 £600	ED/JWH/SP/HO F	Continuously via lesson observations and faculty QA	Lesson observations demonstrate strong subject knowledge.	Assessment shows strong progress made by all pupils and identified gaps are reduced. AP2 next term	Assessments show gaps have closed.

<ul style="list-style-type: none"> QA of lessons in term 1 demonstrated strong subject knowledge, specifically worth mentioning amongst new staff/ NQT/RQT. 						
<ul style="list-style-type: none"> Regular monitoring of staff wellbeing and resources available for staff, as they address gaps in learning allowing them to be agile. Bespoke support put in place as required. Staff wellbeing has continued to remain a priority during lockdown 3. New staff reported in term 1 that Immanuel 'lives up to its values'. HOF and staff regularly feedback to LM regarding wellbeing so that SLT can act swiftly to support staff through additional resources/ training/ guidance etc. A variety of resources have been purchased e.g. visualisers for CA faculty. 	ED/JI (£3000)	ED/JI	Weekly	Staff feedback shows that staff feel supported in school and continue to be resilient	Staff feedback shows that staff feel supported in school and continue to be resilient	Staff feedback shows that staff feel supported in school and continue to be resilient
<ul style="list-style-type: none"> Review all schemes of work to ensure that gaps in learning are addressed and plans have been adapted to tackle these. Ensure groups are taken into account e.g. SEND,PP SEND form part of the remote QA conversations. Many staff are in e-mail contact to ensure that SEND students are supported. SENCO in regular contact with parents/ Resources have been purchased in Maths English science and MFL to close 	ED/SP (£7500 – additional resourcing, revision materials etc.)	SP/ED/HS/KH/HOF	Weekly via line management and through middle leader meetings and QA processes.	Schemes re-written.	Assessment shows strong progress made by all pupils and identified gaps are reduced.	Assessments show gaps have closed.

	<ul style="list-style-type: none"> Review, update and produce learn sheets where necessary to reflect the changes in the curriculum plans Differentiated learn sheets where necessary. Online resources have been differentiated across faculties. 	SP/ED (£2000)	SP/ED/HS/KH/H OF	Autumn term 2020	Learn sheets match appropriate schemes of learning for all subjects and year groups	QA demonstrate s use of learn sheets in all lessons at assessment points to support student progress AP2 spring 2.	Assessments show gaps have closed.
	<ul style="list-style-type: none"> Identify CPD needs of staff in light of changes to teaching practice due to COVID restrictions in classrooms and changes to ways of teaching as well as early finish to NQT/ ITT training. Additional training has been put in place as required and RQT have been included to allow them to 're-cap' NQT year. Best practice shared across faculties and through developmental feedback from lesson observations. CPD audit being completed by T+L team to assess needs while remote teaching. 	ED/JMW/ KB/TD (£1000)	ED/JWH/SP/HO F	Autumn term 2020	Lesson observations and dept. QA identify key CPD needs across the school, at all levels and within departments	CPD in place to address areas addressed.	QA demonstrates staff are confident in their teaching and lesson as well as working at career expectation across the school.
Targeted Academic Support	<ul style="list-style-type: none"> Analysis of regular summative assessments and continued use of CATS testing throughout year 7 to monitor progress and target intervention - test, feedback, reteach, retest (e.g. year 11 mocks absolutely focus on gaps in student learning) 	SP £5000	KH/HS/HOF £0	Termly	Data analysed, gaps identified and interventions/ additional	Data analysis to demonstrate gap reduction	Data to demonstrate strong progress

<ul style="list-style-type: none"> • Mocks show PP gap is closing and lower than this time last year. Progress is in line with 2019DC1 however attainment is slightly lower. • Staff continuing to give bespoke and detailed feedback on marked pieces to support student progress. 				support put in place		Data shows engagement of pp students is strong
<ul style="list-style-type: none"> • Intervention plans for individual students/ groups/ classes identified to address gaps (e.g. SEND, PP) 	SP/ED	KH/HS/HOF £0	Autumn 2020	Gaps identified and intervention plans in place	Plans reviewed after data analysis to identify gap reduction	Plans reviewed after data analysis to identify gap reduction
<ul style="list-style-type: none"> • Y11 mentoring to provide additional support for students' academic and pastoral wellbeing. Regular mentor meetings to discuss progress and barriers to learning – ensuring that these are mitigated (SEND, PP, low attendance) • Rolled out to other year groups as necessary. • Weekly contact by form tutor to discuss engagement I remote learning. • Home visits made to year 11 who have not engaged remotely, offering support and encouragement. • Subjects teachers also contacting home to offer support. 	SP (£0)	SP/ KH/HS	Autumn 2020	Staff mentors allocated and mock data shared to support initial discussions.	Review of mentoring process shows improvements in behaviour, attitudes and progress.	Students fully prepared for their exams and progress is strong.

	<ul style="list-style-type: none"> • Additional support materials, training and guidance for parents to ensure they are able to support their children to fully engage in the online platforms. • All parents have been contacted by the school either via phone calls, e-mails or home visits. • Support to engage in online platforms has been offered. IT helpdesk is available to all. Guidance has been shared. • Student's engagement is higher than in the first lockdown.(Extensive data available) • All students have access to remote learning. Quality engagement is monitored and acted upon to improve students learning experience. 	<p>SP (£1000)</p>	<p>SP SP/HS/KH</p>	<p>Termly</p>	<p>Parental feedback shows that they are confident in using the online platforms</p>	<p>Improved engagement in online platforms.</p>	<p>Comprehensive data demonstrates high levels of engagement of students. Many students are fully engaged and regularly accessing online platforms alongside in school learning.</p>
	<ul style="list-style-type: none"> • Holiday catch up sessions targeted at key students identified by gap analysis and students assessments. • Catch up sessions completed October half term in core subjects. 	<p>SP (20000)</p>	<p>SP/ED/KH/HS/H OF</p>	<p>Termly</p>	<p>Gaps identified and intervention sessions in place</p>	<p>Sessions reviewed after data analysis to identify gap reduction</p>	<p>Assessments show gaps have closed. Analysis show areas of focus going forward</p>

Wider Strategies	<ul style="list-style-type: none"> Behaviour for learning training refreshed including expectations and classroom routines in order to re-establish expectations (Tom Brown training) and the 'Immanuel Way' Additional training completed by HOH to ensure routines and behaviour expectations are clear, reinforced and staff have additional support when students return. 	ES/VA £0	SLT / Pastoral Team	Ongoing	Lesson observations, faculty QA and pastoral QA show routines and expectations are in place. QA or remote provision conducted	Staff and student voice shows routines are used across the school. Reduction in behaviour incidents from term 1.	Behaviour and attitudes remain at a very high level Fixed exclusions remain very low
Transition to long term curriculum	<ul style="list-style-type: none"> Review curriculum plans across faculties to ensure that all gaps are filled and the curriculum is retrieved. Schemes have been adapted across faculties as necessary and continue to be modified during lockdown 3. For example, English have moved to using Gothic extracts rather than a whole novel, to ensure that content and skills are still covered, but in a more manageable way. 	SP/ED £0	SP/ED/HOF	Autumn 2020 and termly as necessary	GAP plan in place across all faculties. Gap plan reviewed and updated in line with 3rd lockdown.	GAP plan in place across all faculties.	Students return to 'normal' curriculum provision Curriculum plans show deficits have been addressed and long term curriculum is ready for September 2021.

Objective 2 of C.S & A.F

Ensuring schools are delivering routine, high quality, and broad and balanced curriculums for all students by summer 2021.

EEF+ Focus	Actions	Staff Lead / Budget	Monitor (Who and When)		Success Milestones		
					Term1	Term 2	Term 3
Teaching	<ul style="list-style-type: none"> Risk assessments completed for “specialist” subject areas e.g. technology, creative arts and PE to ensure that the curriculum can be delivered that fills the gaps. 	SP/ED/LS £0	SLT/HOF	Autumn term	Risk assessments completed	Risk assessments reviewed / updated as required	Risk assessments reviewed/ updated as required
Wider Strategies	<ul style="list-style-type: none"> Review, monitor and evaluate curriculum provision by consulting exam boards and undergoing relevant training, in order to ensure all students receive a broad and balanced curriculum 	SP/ES £0	SP/ES	Termly	Overview of curriculum provision for each year group	Review pathways for 2021/22	Review curriculum provision in place for 2021/22
Transition to long term curriculum	<ul style="list-style-type: none"> Maintain broad and balanced curriculum offer to maximise access for all. Monitor all student access to the curriculum including SEND and PP. 	SP/ES £0	SP/ES	Ongoing	Curriculum overview	Pathway overview	Curriculum overview 2021/22
Any other strategies	<ul style="list-style-type: none"> Plan opportunities for students to engage in STEM activities and career experiences- subject to current 	DL/ADO (£2000)	DL/ADO	Termly	Termly overview of student uptake	Termly overview of student uptake	Termly overview of student uptake

	<p>restrictions. Ensure more able can meet their targets.</p> <ul style="list-style-type: none">• Aim higher tasks sent regularly by JMW						
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Objective 3 of C.S & A.F

Ensuring that the curriculum being delivered in school is also able to be delivered as robustly and consistently for any child, class or school facing a national or local lockdown

EEF+ Focus	Actions	Staff Lead / Budget	Monitor (Who and When)		Success Milestones		
					Term1	Term 2	Term 3
Teaching	<ul style="list-style-type: none"> High quality training for staff to ensure effective use of technology (MS Teams and other online platforms) to enhance in-school learning and, if necessary, remote learning Teams CPD has taken place across faculties. Demonstration videos have been shared within and across faculties. Colleagues have attended webinars to improve remote learning/ live teaching and have disseminated information to faculties. IT helpdesk has provided vital support for staff. 	SP + team (£0)	KH/HS/HOF/line managers	Weekly	Staff completed training where necessary.	Staff feedback demonstrates that they are confident in delivering content on online platforms.	Staff feedback demonstrates that they are confident in delivering content on online platforms and
	<ul style="list-style-type: none"> Departments produce bespoke remote learning plans to ensure curriculum coverage for all students. QA of remote learning has taken place for all faculties, in addition to HOF discussions with SP/ JT. Re. remote 	SP/ED (£5000)	KH/HS/HOF/line managers	Weekly and ongoing	Termly QA shows remote learning supports strong progress	Data analysis shows remote learning supports	Data analysis shows remote learning supports

	learning plans. Teaching materials have been adapted as required.					strong progress	strong progress
	<ul style="list-style-type: none"> CPD and IT support enables subjects to use MS Teams to work effectively in school and remotely All staff using MS Teams to set lessons ,communicate with students and meet with other staff. 	SP/ED/MZ £0	KH/HS/HOF/ line managers	Weekly and ongoing	School MS Teams and class groups established	MS Teams used in daily practice	Using MS Teams embedded across all areas
	<ul style="list-style-type: none"> Tasks and activities for students include clear explanations and differentiation where necessary to ensure all students can access the work provided and are challenged All work should be in line with work covered in class, lesson by lesson. Evident in QA of remote learning. Examples seen. 	SP/ED £0	KH/HS/HOF/ line managers	Weekly and ongoing	QA of tasks and resources demonstrates work provided supports and challenges students at all levels.	Data analysis shows remote learning supports strong progress	Data analysis shows remote learning supports strong progress
Targeted Academic Support	<ul style="list-style-type: none"> Use ICT lessons to model how to access and effectively use online resources and keep safe. 	SP £0	KH/HS	October 2020 and ongoing	Students develop skills and knowledge to access remote learning	Students effectively access remote learning when required	Students effectively access remote learning when required

	<ul style="list-style-type: none"> Continue to embed effective strategies to provide feedback to learners who are accessing remote learning / resources in order to ensure all students know how to improve their work and make progress All faculties have used set 'marked pieces' to ensure that feedback is consistent for all students. Evidence of feedback has been seen during faculty QA. 	ED/SP £0	HOF/ line managers	Termly	Remote feedback allows students to make strong progress	QA of feedback shows next steps for students are clear and acted upon	QA of feedback strategy and practice informs faculty planning for 2021-22
	<ul style="list-style-type: none"> Use a variety of regular and timetabled assessment methods to check learning and progress made using remote learning / resources Marked pieces set. Online platforms used which self-mark student work in addition to this in some subjects. 	SP £5000	HS/KH/SP/HOFs	End of term 1	QA demonstrates students are able to access remote learning successfully and students make strong progress	QA demonstrates that students work is assessed according to normal assessment timetable.	
Wider Strategies	<ul style="list-style-type: none"> Audit of student ICT / home learning needs and provide ICT resources for home use (e.g. laptops/ Wifi devices) for homework/remote learning in order to reduce/eliminate potential barriers to learning and allow them to access the curriculum from home. Laptops provided with internet access to all those who need it 	SP (£47,384)	SP/HS/KH	October 2020 and ongoing	Distribution list of students needing resources / devices finalised and shared with key staff.	Monitoring shows that students are provided with access to ICT and QA demonstrates that they are engaging	Student progress is strong. Gaps are diminished. Gaps between pupil premium and non-pupil

						with online learning.	premium diminished significantly in terms of engagement Levels of engagement are high
	<ul style="list-style-type: none"> Develop and embed a communication strategy to ensure regular contact with students working remotely and that work produced is of expected standard and in line with schemes of learning. Weekly contact by form tutor/ HOH/ SLT to discuss engagement with remote learning. Home visits for year 11 not accessing remote learning. Staff are also in 	SP/ES £0	HOH/HS/KH/HOF	Autumn term	Communication Strategy developed and shared	Monitor, review amend strategy	Strategy widely used and embedded
Transition to long term curriculum	<ul style="list-style-type: none"> Students are regularly reminded how to access and effectively use remote learning (including IT helpdesk), remote learning resources ensure consistent access to curricular provision Via email, parent mail and phone call. 	SP/ED £0	HOF	Termly	Student develop and acquire skills needed to access learning	Maintain and develop skills	Maintain and develop skills
Any other strategies							