

## Northampton School for Boys Recovery Fund 2021-22

### Summary Information

|                          |     |               |         |                                   |      |
|--------------------------|-----|---------------|---------|-----------------------------------|------|
| Total Number of students | 147 | Recovery Fund | £21,315 | Amount of per student calculation | £145 |
|--------------------------|-----|---------------|---------|-----------------------------------|------|

### Strategy Statement

Develop a culture where students become autonomous independent learners who are committed to being lifelong learners.

“My Learning, My Future”

NSB has historic mottos ‘Respecting the past, securing the future’. Our ambition is to ensure students who leave us are confident and caring and are prepared for the future by world class practitioners in the school environment.

The following EEF document has been used to inform the funding levels:

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation>

<https://educationendowmentfoundation.org.uk/public/files/Publications/Implementation/EEF-Implementation-Guidance-Report.pdf>

### Strategies utilised in support of Pupil Premium and Catch-up

|  |         |
|--|---------|
| Targeted support                           | £5,000  |
| Staff Training CPD                         | £3,500  |
| Careers framework                          | £2,200  |
| Accelerated reader additional intervention | £1,000  |
| Tutoring 1:1                               | £10,000 |

| Challenge  | Strategy   | Success Criteria  | Implementation   | Staff | Cost    |
|--|--|---|--|-------|---------|
| Progress in line with previous years and gaps in knowledge and skill | Tutoring to meet demands of ensuring progress. Tutoring not out of lessons but at lunch or in the evening after school | School-led tutoring guidance (the national tutoring programme) School-led tutoring guidance (publishing.service.gov.uk) | Students selected during term one based off formative feedback and a second round identified by summative assessments at the end of term one | MKN   | £10,000 |

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| Missing core training and concern around pedagogy in subject                         | Staff provided with CPD sessions from external organisations and Teach@NSB who are at the forefront of pedagogy in their subjects   | Example evidence can be found in EEF putting evidence to work of the impact than can be made. Staff will develop pedagogy over the 2021-22 year and strategies for the latest teaching requirements   | Online training sessions, Teach@NSB sessions  | MKN/MRO/CBA | £3,500 |
| Students understanding future career paths beyond education                          | In place already but for identified students within cohorts:<br>Improve resources and leadership of Work Related Learning and develop strong programmes in the PSHE curriculum in line with Gatsby Benchmarks | To ensure all students can access school PSHE careers lessons and work on their own aspirational programme<br><br>VLE to have a resource bank inclusive of video materials<br><br>Careers Guidance to work intensively with identified students<br><br>All students to have destinations and outcomes | All students have an individual programme<br><br>Materials in place and in VLE<br><br>Identified students work with Careers Guidance and WRL lead   | LGR/HRI     | £2,200 |
| Individuals identified as losing rate of progress or slower than expected trajectory | Small group teaching in Year 9,10 and 11 in English, Maths and Science at lunch time for those with a gap<br><br>Small group breakfast sessions for students with an in school gap in English and Maths       | Raise attainment of those students identified<br><br>Close gaps between those students identified and the rest of the cohort  | Allocate relevant time to identified English, Maths and Science teachers per week<br><br>Base line data compared to our assessment points and review this at assessment points to determine impact of the interventions | MKN/SMI     | £5,000 |

|   |   |  |   |                     |         |
|---|---|--|---|---------------------|---------|
| Students with significant barrier and gap in learning in Year 7 and 8 | Introduction of Accelerated Reader to all and additional supported AR to highlighted students whose recovery to expected levels has not been achieved | Rapid progress of identified students in reading age EEF evidence on 1:1                           | Staff recruited and timetabled lessons in place. Identified smaller group for additional literacy support against suggested progress. | MKN/ESP/MIN/JRU/HTS | £1,000  |
| Emotional literacy and resilience of Y7 students                      | Identified students to have ELSA programme delivered weekly during non-core lesson to build friendships and confidence in new setting                 | Students in Y7 are settled despite in school gap and issues. Students manage the transition better | ELSA to have redirected time  | MKN/SSA             | £720    |
|   |   |  |   | TOTAL               | £22,420 |