

School	Wales High School			Number on Roll	1,585		
Headteacher	G Di'Iasio						
Amount of Covid Catch up Premium	£124,000	1st Instalment	£31,000	2nd Instalment	£46,500	3rd Instalment	£46,500

EEF Areas	Strategy Areas (See Plan)	Focussed Areas of Support	Specific Actions	Evaluation	Cost £'000	Impact
Teaching & Whole School Strategies	Teaching Support Student Assessment	Curriculum Adjustment	<p>Ensure that resources and materials are suitably adapted to meet students' individual needs ensuring adults are well briefed and supported by line managers.</p> <p>Ensure that teaching gives greater weight to developing students' knowledge and understanding so that students' learning is consolidated and embedded.</p> <p>Ensuring that the curriculum and adaptation is carefully thought through and sharply focused on areas of need.</p> <p>Senior leaders will ensure that all subject leaders have a secure understanding of how to design the curriculum, and how to check on its implementation.</p>	TBC	2	TBC
		Teaching/Pedagogy Adjustment	<p>Ensure that all planned training on the curriculum is carefully thought through and sharply focused on areas of greatest need</p> <p>All staff will have CPD that responds to the changing demands – CPD calendar is agile and able to change and add specific support if and when needed</p> <p>Reframe the principles of good feedback and assessment so that they can still apply to the online environment</p> <p>Clarity about the output that we need from students to assess their learning</p> <p>Ensure curriculum aligned tasks are used.</p> <p>Ensure that feedback and assessment is purposeful and provides next steps</p>		5	

			<p>Adaptive assessment & feedback.</p> <p>Refine and develop where needed use assessment to identify misconceptions, plan lessons and also to review and refine the subject curriculum.</p> <p>Continue to ensure that teachers consistently: - use feedback and questioning effectively in lessons to help students learn in greater depth and address misconceptions and gaps in learning.</p> <p>Staff CPD</p> <p>Curriculum planning support</p> <p>Communication with SLT link and SLT</p> <p>Weekly staff and student bulletins – opportunity to have input</p>			
		Assessment Adjustment		2	TBC	
		Feedback Adjustment	<p>Logistical and funding support via SLT/Premises management</p> <p>Revised exam reviews – dept. review to include Covid recovery planning</p> <p>DIP focus on Covid recovery</p> <p>Appraisal priorities for all staff – Covid recovery focus Pre summer INSET planning and prep time built in to allow focused start in Sept</p> <p>Clear communication flows: Teacher to HOD to SLT Link to SLT via Link meeting minutes and agenda items at SLT</p>	4	TBC	

Targeted Approaches	Targeted Support Summer Support	Before School Support	<p>Small groups support beginning with the most vulnerable.</p> <p>Staggering starts to build strong relationships</p>	TBC	5	TBC
		Lunchtime Support	<p>Blending cross year/phase curriculums</p> <p>Year 7 students returning to school before other year groups to create time for transition support</p> <p>Certain students returning over the summer holiday to help re-engagement</p>		3	TBC
		After School Support	<p>Encourage best practice for private tuition agencies</p> <p>Provide opportunities where they are unlikely to be available at home, such as through the provision of homework clubs</p>		9	TBC
		1 to 1 Support – Tutor Programme	<p>Time based tutorial programs to allow monitoring and reviewing between programs.</p> <p>Give support tailored to students' needs ensuring that students who struggle with when they re-join the school.</p>		20	TBC
		1 to 1 Support Department Staff	<p>Following the return to school a focus on evaluating the impact of the work done to ensure attendance is high so that the analysis can be used this to help improve attendance further.</p>		15	TBC
		Outreach Work	<p>Leaders will provide opportunities for staff to undertake different types of training to enable them to support students' emotional and mental health needs.</p> <p>Ensure that the summer offer includes an intensive teaching component</p>		15	TBC
		Saturday Support	<p>Include hands-on or recreational activities to attract students</p> <p>Ensure that program structure enables sufficient time on task</p>		10	TBC
		Holiday Support – Oct/Feb/Easter/May	<p>Establish incentives that encourage consistent attendance</p> <p>Use the most effective adults</p>		15	TBC

Wider Strategies	Transition Support Parent Communication Technology	Staffing on Curriculum	<p>Continue to work with and for the local community. Seeking and responding to the views of parents and carers on a regular basis.</p> <p>Leaders will also continue seek the views of students through the school council and online surveys to inform plans and decisions.</p> <p>Building relationships through communicating</p>	TBC	10	TBC
		Home learning/TEAMS Support	<p>Effectively reporting progress</p> <p>Helping parents to support their child's learning</p> <p>Involving parents in decision-making</p> <p>Extending links beyond the school day</p> <p>Ensuring the school is an anchor of consistency</p> <p>Focusing on the collective strength of the school and stakeholders</p>		3	TBC
		Resources	<p>Establishing a communication protocol.</p> <p>Delivery of the flipped classroom to ensure learning starts before teacher face to face</p> <p>Allowing the use technology being to evolve and be supported</p>		3	TBC
		Photocopying	<p>Setting appropriate expectations for use & impact - give students convenient opportunities to access curriculum materials and learning opportunities.</p> <p>Ensure technology is a powerful addition to teacher's repertoire.</p> <p>Identifying staff who are tech confident</p>		1	TBC
		Text Books	<p>Identifying staff who are pedagogies that support learning at</p> <p>CPD focussed on pedagogies that support learning at home</p>		2	TBC

			CPD on platforms that are being used to communicate with parents and students			
			Tailored support for staff that require it			
						124,000