



Denmark Road High School Covid Catch Up Funding Spend

ITEM	COST	COMMENTARY
Curriculum changes		In order to facilitate a return to our full curriculum yet maintain year bubbles, our school day was revised to allow breaks to be taken at different times in the limited spaces we had on site. Our analysis post lockdown 1 was also that additional tutorial time to increase socialisation and coaching support for students was required. We therefore increased the tutor period to 30 minutes per day.
Part-time FTEs	£ 21,793	To support changes to school timetable (increase in tutorial time to enhance wellbeing support and coaching).
FLAs	£ 1,804	Increased hours to support development of spoken language.
Mini Whiteboards	£ 965	To improve feedback opportunities in classrooms where teachers can no longer circulate around the rooms.
Visualisers	£ 825	To improve feedback opportunities in classrooms where teachers can no longer circulate around the rooms.
Science Order	£ 2,347	To enable years to perform practicals without having to re-use materials between bubbles, additional resources were purchased.
Art Order	£ 577	
Art Textiles Order	£ 495	
PE Order	£ 426	
Food Tech Order	£ 373	
Additional Tutoring	£ 8,590	As student needs are identified, additional tutoring will be provided.
Health & Safety		To reduce risk of infection transmission, enable effective test and trace service and safeguard students.
Hygiene materials	£ 16,682	
Satchel One Seating Plan	£ 3,075	Seating plan invoice runs from 21/09/20 - 08/09/2023
Student Supervisors	£ 3,327	For period 8 Oct to 18 Dec 20. Original budgeted figure £19,000.
TOTAL	£ 61,280	This is our expected total allocation

Assessing Impact	How the effect of this expenditure on the educational attainment of those at the school will be assessed
	<p>The effects will be assessed as follows:</p> <ul style="list-style-type: none"> - All students return to school and access their full curriculum, including practicals and sporting activities. - Learning walks demonstrate that staff are working with students to identify skills and knowledge gaps that may have existed. For example through the use of mini whiteboards and visualisers which enable staff to focus on retrieval practice and sharing best practice. - Students attending remotely access the same lessons as students on site, thus limiting attainment gaps. - Attendance data remains strong despite the pandemic. - Students feel supported to learn (student survey) - All subject areas to have identified student gaps with SMART targets for those with areas of development to make expected progress / attainment. - Intervention groups in place by year group focussing on those with lowest attainment, progress, and according to tier of wellbeing need.