

SUMMARY OF CITY OF LONDON EDUCATION INITIATIVE FUND PROPOSAL

Additional Funding Proposal
for projects that will add value to the educational offer in academic year 2015/16

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2	Paper A	GCSE Trip to Berlin	£2,000
3	Paper B	Visualisers for every Classroom	£12,000
4	Paper C	Alternative bespoke educational provision for vulnerable students	£32,000
5	Paper D	Refurbishments of Playgrounds	£24,780
6	Paper E	Iris Connect	£15,000
8	Paper F	Show my Homework	£3,900
9	Paper G	Orchestra project	£15,000
10	Paper H	Hire of part-time Careers Advisor	£15,000
12	Paper I	Sixth Form Residential Trip	£5,000
13	Paper J	Languages trip to France (Paris)	£8,800
14	Paper K	Languages Trip to Spain	£6,400
15	Paper L	Multiple ICT Projects	£171,872
22	Paper M	Rewards System	£4,860
23	Paper N	Sports Day 2015 - Whole School House Event	£6,300
	TOTAL		£322,912

Title and purpose of the activity
<p>GCSE Trip to Berlin</p> <p>To enrich the Year 10 students' understanding of twentieth century Germany history and to reflect on the holocaust at first hand. Trips are usually not possible for students of the Academy for financial reasons (71% on FSM in Y10).</p>
Description
<p>Students will spend 3 days in Berlin. As part of the trip, amongst the sights of important historical significance they will visit will be the Holocaust museum and monument, Sachsenhausen concentration camp, the Reichstag building.</p>
Total funding and breakdown of funding required
<p>The total cost of the visit for 30 students will be £5000. £2,000 is the funding required and would allow all student to have the opportunity to go as their contribution would be affordable.</p>
How will it improve attainment?
<p>It will improve their attainment in their GCSE History through enabling them to contextualise their classroom based learning. The trip will provide them with an unforgettable experience and invaluable opportunity to experience another European culture and to truly reflect on the horrors and realty of the Holocaust.</p>
What is the target outcome?
<p>High GCSE grades To improve students' cultural understanding as part of their academic success.</p>
How will outputs be measured?
<p>GCSE outcomes</p>
How will it be evaluated?
<p>Student evaluation forms History GCSE outcomes and comparisons with previous year's results</p>

Title and purpose of the activity
<p>Visualisers for every Classroom</p> <p>To be able to display and share work with immediate effect in the classroom.</p>
Description
<p>A Visualiser projects an image directly from anything placed underneath it. It can also copy the image on to documents.</p>
Total funding and breakdown of funding required
<p>1 per classroom at c£300 x 40 classrooms = £12,000</p>
How will it improve attainment?
<ul style="list-style-type: none"> • It will facilitate sharing of teaching and learning resources • Ability to show students' work that is good practice • Assists in facilitating practical work that needs demonstration • Allows students and teachers to model work in order for it to be completed
What is the target outcome?
<p>To raise achievement through improved teaching and learning.</p>
How will outputs be measured?
<p>Student feedback Teacher feedback Students' grading outcomes</p>
How will it be evaluated?
<p>Grades of students' results</p>

Title and purpose of the activity
Alternative bespoke educational provision for vulnerable students who are not accessing the mainstream curriculum due to specific learning disabilities and/or behavioural challenges.
Description
Many of our students need alternative, tailored provision as they find it very difficult to access the full curriculum and can't cope with a full timetable of subjects or have severe learning needs or behavioural issues. We have strong relationships with a number of outstanding offsite providers. These alternative pathways often focus on key skills in English, Maths, ICT (GCSE) and a more vocational/practical course identified by the student, parent and school as being appropriate to that student. Without these options, a number of pupils are at serious risk of underachieving or being permanently excluded, both of which the school wants understandably to avoid at all costs.
Total funding and breakdown of funding required
£32,000 would provide alternative curriculums/placements for 4 students for one year one a full-time basis.
How will it improve attainment?
This initiative will allow identified students to achieve better Key Stage 4 results as the curriculum is designed for smaller classes, more one-to-one support and courses which will engage and motivate students to want to succeed and achieve as they are courses of particular interest to those students. The alternative providers offer a number of vocational courses which we can't offer at our school such as mechanics, construction, digital media, and hair and beauty.
What is the target outcome?
For all students to finish KS4 and achieve grades in line with the level of progress they should make in mainstream education. To reduce the number of permanent exclusions and to increase attendance for those identified. Finally, these providers offer post 16 courses which guarantee a secure pathway and therefore improves students' employability and reduces the risk of unemployment at the end of their time in education.
How will outputs be measured?
<ul style="list-style-type: none"> • Progress data • Pupil and parent questionnaires • Attendance data • Exclusion data • Post-16 educational or training progression success rates
How will it be evaluated?
<p>Analysis of::</p> <ul style="list-style-type: none"> • Results • Pupil and parent feedback • Enrolment onto post-16 courses • Attendance data

Title and purpose of the activity
<p>Refurbishments of playgrounds to provide additional activities and places to sit before school, break time, lunch time and after school.</p>
Description
<p>This year we have consulted the student body and PE department on how we can improve provisions for unstructured times of the day and for PE lessons. Students have regularly stated that there is very little for them to participate in outdoors and made the request for table tennis tables, outdoor basketball posts (a sport which is becoming increasingly popular at COLAI), additional benches as there is a lack of seating areas, and an outdoor gym facility.</p> <p>We believe that with these additional provisions behaviour will also improve during these times which will lead to an even more harmonious environment within the Academy as well as improving our enrichment offer and attainment in PE.</p>
Total funding and breakdown of funding required
<p>Basketball hoops and installation (x3)- £7,300 Outdoor table tennis tables (x4) - £2,580 Additional picnic tables (x4) - £3,430 Outdoor Gym - £11,470 Total cost - £24,780</p>
How will it improve attainment?
<p>Provides additional opportunities and provisions for the students during their PE lessons. There is a proven link between healthy bodies and brains and higher attainment. By engaging students outside the classroom we hope to maximise learning inside the classroom.</p>
What is the target outcome?
<p>To increase participation in other activities during unstructured times of day. Increase the opportunities and provision for PE especially during exam season when facilities are restricted.</p> <ul style="list-style-type: none"> • To raise the profile of basketball. • To reduce low level behaviour incidents during unstructured times. • To support the healthy schools agenda and improve our PHSCE programme.
How will outputs be measured?
<ul style="list-style-type: none"> • Participation rates • Attainment within PE department • Student questionnaire • Behaviour incidents outside of class. • Participation at table tennis and basketball clubs.
How will it be evaluated?
<ul style="list-style-type: none"> • Student feedback through student council and student questionnaire. • Observations of use during different times of the day. • Attainment in PE • Number of behaviour incidents out of class. • Participation in extra-curricular clubs (fitness, basketball, table tennis)

Title and purpose of the activity
Iris Connect - Using video technology to support the development of teaching and learning
Description
<ul style="list-style-type: none"> • Video and audio technology to allow teachers to film lessons and reflect on their practice. This will speed up teacher development in allowing for powerful discussions of teaching and learning based on empirical evidence. • Allows for the development of real and reusable resources that can be shared with staff to exemplify key elements of teaching and learning technique in line with our policy and our principles for an outstanding lesson: The COLAI 10.
Total funding and breakdown of funding required
<p>£15,000</p> <ul style="list-style-type: none"> • Live view system - permission-based observation and live coaching tool, enabling real-time feedback and remote observation. • Discovery Kit - for capturing teaching and learning in the classroom securely and easily • 3 year user licences - users have their own personal space in secure, teacher professional learning platform, where they can reflect on, analyse and share teaching and learning.
How will it improve attainment?
<ul style="list-style-type: none"> • Teacher quality is the key to securing outstanding attainment. This will help us develop great teachers faster and more effectively. • This technology, coupled with our precision coaching programme, will allow for effective and reflective coaching conversations. It is a powerful tool for staff development, particularly with the large number of trainee or beginner teachers. Classes can be observed without the need for interruption by an observer. Teachers can simply continue teaching as they would normally would which gives a more accurate idea of areas for development. • Discussions about teaching and student attainment will be based on real events- teachers can see what actually happened in a lesson rather than relying on recollection and potentially conflicting accounts. This helps build trust, encourages valuable dialogue and engenders stronger working relationships, making for much more powerful lesson observations programme for staff. • Live remote coaching with coach in a different part of the school will allow teachers to be coached in the moment and hasten development of new or beginning teachers. • Collaboration with other schools - this will also prepare us for being a teaching school and will allow us a concrete way of sharing excellent practice and elements of teaching and learning technique. It will support our 'COLAI 10' - the ten elements of outstanding teaching in providing us with a video library of these ten elements. • Research and professional enquiry can be undertaken and videos shared to exemplify key points.
What is the target outcome?
<p>All BTs , TF and NQTs are graded good at end of year 1 Video used as part of majority CPD sessions and underpins the development of the COLAI 10 Number of staff volunteering to be coached and observed increases Increase in number of lesson observations taking place</p>

How will outputs be measured?

- Evidence from quality assurance processes shows teachers undertaking more observations and progressing at a faster rate
- Number of coaching observations increases
- Number of teachers volunteering to be coached increases
- Quality of teaching - as measured by self-evaluation - shows improvement
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How will it be evaluated?

- Evidence from quality assurance processes shows teachers undertaking more observations and progressing at a faster rate
- Number of coaching observations increases
- Number of teachers volunteering to be coached increases
- Quality of teaching - as measured by self-evaluation - shows improvement

Title and purpose of the activity
Show my Homework: web-based homework solution.
Description
Show My Homework is an online platform for teachers to upload and mark homework. It allows students and parents to view homework details, deadlines and attachments online and parents are able to log in and see the status of their child's homework. The programme also creates reports, which allow SLT, Heads of Departments and Teachers to track and monitor when homework is being set and completed.
Total funding and breakdown of funding required
For 2 years (minimum time period) - £2.50 per pupil plus £200 annual SIMS link charge. 700 x £250 + 200 x 2 = £3,900
How will it improve attainment?
This programme should have a direct impact on the attainment of students, as it will ensure that teachers set regular, good quality homework. The programme will also increase parental involvement, therefore completion rates of homework will increase. Research carried out by Professor John Hattie has shown that homework improves the rate of learning by 15% and advances children's learning by about a year. His studies also show that the average achievement of students who are set homework exceeds 62% of the levels of students who are not given homework.
What is the target outcome?
<ul style="list-style-type: none"> • Improved engagement in homework. • Improved independent learning skills amongst students. • Improved progress and attainment of students.
How will outputs be measured?
<ul style="list-style-type: none"> • Reports generated by Show My Homework on the setting and completion of homework. • Through carrying out pupil and parent questionnaires in order to measure the amount of homework set. • Monitoring the amount and quality of homework set through lesson observations and book looks. • Progress data of students.
How will it be evaluated?
<ul style="list-style-type: none"> • Through analysis of: <ul style="list-style-type: none"> - the reports generated on show my homework on the setting and completion of homework. - student and parent questionnaires. - the data collected in lesson observations and book looks - progress data.

Title and purpose of the activity
Orchestra project
Description
Continued development of the Academy orchestras and musical provision. Support with instrumental tuition for musicians, provision of bespoke peripatetic teaching, and purchase/maintenance of musical instruments for the orchestra.
Total funding and breakdown of funding required
<p>£15,000 £10,000 to purchase additional instruments as a result of the expansion of the provision. £5,000 to use for maintenance of instruments</p>
How will it improve attainment?
<p>The expansion of the music provision supports the Academy's vision to deliver 'outstanding' outcomes for its students and provide them with a rich cultural capital: Ofsted say that children's involvement in music engages and re-engages pupils, increasing their self-esteem, and maximising their progress in education and not just in music (Ofsted, 2009);</p> <p>Research has shown a direct link between music and improved reading ability in children. It shows that pupils who were given certain types of music instruction had improved reading comprehension compared to those who did not (Hallam);</p> <p>The majority of our students are from socially deprived backgrounds, the school's percentage of students that receive free school meals is 70%: while music touches the lives of all young people, the disadvantaged can benefit most (Gove, 2011);</p> <p>Studies have shown different benefits from participating in music groups and needing to work together towards a common goal, for example school bands. These include discipline, teamwork, cooperation, self-confidence, responsibility and social skills (Brown, 1980; Hallam and Prince, 2000).</p>
What is the target outcome?
<ul style="list-style-type: none"> • For every student in years 7 and 8 to play a musical instrument and five COLAI orchestras to be established. To continue to build on the whole class instrument lesson work that has been developed this year. To continue to place music and performance at the heart of the extra-curricular life of the school.
How will outputs be measured?
<ul style="list-style-type: none"> • Through whole school data collection of students attendance and attainment. • Through regular concerts within school and at external venues. • By entry of groups into competitions. • Attitudinal surveys.
How will it be evaluated?
<ul style="list-style-type: none"> • Data will be collected through lesson observations, musical performances and concerts, student participation, student and parental interviews and student data.

Title and purpose of the activity
<p>Hire a part-time Careers Advisor to support the Academy's CEIAG (Careers Education, Information, Advice and Guidance) Programme.</p>
<p>Description</p> <p>Since September 2012, there it has been a statutory requirement for schools to provide high quality, independent and impartial careers' advice and guidance to all pupils. This requirement came into force at the same time that many of the national and local careers services that provided services to schools.</p> <p>An Ofsted survey report (published in September 2013) that assessed the quality of CEIAG in 60 schools found that, in the absence of quality careers advice and guidance in school, many students were reliant on family and peers to advise and support them to make decisions about their futures. The same Ofsted report found that, where students were offered high quality careers advice and guidance, it raised students' aspirations and attainment. Many of our parents have high aspirations for their children and their children have high aspirations of themselves, but they and their parents simply do not have the personal experience of professional roles or the routes to achieve a professional career. As such, we have a duty of care to our students to support their aspirations and make them aware of the wealth of opportunities that are open to them beyond their time in education.</p> <p>The Academy is currently looking to extend and improve its careers' advice and guidance, but lacks the specialism amongst its teaching staff to deliver the calibre of service we would like to provide.</p> <p>This bid is to secure funding for a part-time (two days a week) qualified careers' advisor to provide training and resources to staff and advice and guidance to students. Their role would consist of some or all of the following:</p> <ul style="list-style-type: none"> • One-to-one careers' interviews with students in Years 9 to 13 • Developing the work experience programme for Year 10 and Year 12 students - developing local industry contacts, identifying high quality placements and matching students with placements that reflect their future goals and ambitions • Developing teaching resources relating to careers - to form part of the PSHCE programme in the lower school • Organise careers' events e.g. guest speakers, industry days etc.
<p>Total funding and breakdown of funding required</p>
<p>We are requesting £15,000 to fund a part-time position for a careers' advisor for COLA-I.</p> <p>The average London salary for a full-time, qualified careers advisor is approximately £25 to 27k. For a two-day-a-week position, this would amount roughly to a £10k salary. However, there would be the additional costs of pension and National Insurance contributions of approximately 22% of the salary. The cost the Academy would therefore be in the region of £12,000. The additional £3k included in this bid would go towards funding careers resources and events that would form part of the CEIAG Programme we offer our students.</p>
<p>How will it improve attainment?</p>

We hope that having a meaningful programme of careers advice and guidance that starts in Year 7 and continues through to Year 13 will raise the aspirations of our students, especially those who come from relatively socio-economically deprived backgrounds. This will contribute to higher levels of motivation and attainment.

What is the target outcome?

We would hope that there would be a range of positive outcomes for the Academy and its students:

- Higher aspirations and motivation for students because they understand how their education can enable them to realise their future goals and ambitions.
- Higher attainment because students understand the value of gaining qualifications/grades that will provide them with the future opportunities they aspire to.
- Students will be enabled to make better choices regarding their Level 2 and Level 3 programmes of study because they will know what qualifications they require to gain access to the fields of further study or career paths that they are interested in.

How will outputs be measured?

- Tracking of attainment and progress at Key Stages 3, 4 and 5
- Destinations data
- Progression rate to Higher Education

How will it be evaluated?

- Quality assurance of careers programme
- Student questionnaires/focus groups
- Student outcomes - progress, attainment and destinations data

Title and purpose of the activity
Sixth Form Residential Trip
Description
<p>We are planning a sixth form residential trip in October 2015 for our Year 12 students. The trip would be to an activities' centre and the purpose is to enable our sixth form students to develop their team working and communication skills.</p>
Total funding and breakdown of funding required
<p>The quotes we have gathered to date put the cost of a two-day, two-night stay at an activities centre at between £160 and £185 per student. We are expecting to recruit a Year 12 cohort of 80 students, so the total cost of the trip will be between £12,800 and £14,800.</p> <p>The trip would be partly funded from the sixth form budget and the sixth form bursary fund. We would also expect students to make a contribution of £50. However, we cannot expect them to pay much more than this as the majority of our students come from relatively deprived backgrounds and their families will not be able to afford the expense.</p> <p>We are lodging a bid to the Corporation for £5,000 towards the cost of the trip to help make it more affordable for the Academy and its pupils.</p>
How will it improve attainment?
<p>Whilst this is not an academic trip per se, we hope it will improve pupils' motivation and engagement in their studies and help them to develop valuable soft skills such as team working, communication and attributes such as resilience and initiative.</p> <p>Part of our duty of care to our sixth form students is to provide them with opportunities to develop the skills and personal attributes that will serve them well when they progress to higher education and/or a career path of their choosing. A trip such as this will serve that purpose.</p>
What is the target outcome?
<ul style="list-style-type: none"> • Greater pupil motivation and engagement, contributing to higher retention of students and improved student outcomes. • Improved recruitment into the sixth form - the residential trip will be an attractive 'perk' that we can offer to prospective students.
How will outputs be measured?
<ul style="list-style-type: none"> • Recruitment and retention data • Pupil progress and attainment
How will it be evaluated?
<ul style="list-style-type: none"> • Students will complete an evaluation questionnaire • Review of students' progress, attainment and destinations data

Title and purpose of the activity
Languages trip to France (Paris)
Description
To provide GCSE French students with the opportunity to visit France (Paris). Students would go to Paris for 4 days and have the opportunity to practise their language skills in real life situations, as well as gaining a cultural insight into the country. They would visit key monuments, for example, Sacre Coeur and the Eiffel Tower may get the opportunity to take French lessons.
Total funding and breakdown of funding required
<ul style="list-style-type: none"> • The quotations received to date put the cost of the trip per student at approximately £350 (this may change, due to changes in travel and accommodation costs). We aim to take 44 students, therefore the total cost of the trip would be approximately £15,400. • We would ask the students to pay £150 each for the trip, therefore we would like to ask the Corporation for a contribution of £200 per student, which is a total of £8,800.
How will it improve attainment?
<ul style="list-style-type: none"> • Students would have the opportunity to practise the language in a real life context. They would broaden their vocabulary and improve their speaking and listening skills, which will have a direct impact on their grades for their GCSE exam, particularly their speaking and listening exam, thus raising their attainment.
What is the target outcome?
<ul style="list-style-type: none"> • Improved student progress and attainment at GCSE. • Greater pupil motivation and engagement, which would help to improve recruitment of A-level languages. • The trip would help to foster a greater cultural awareness and help to raise students' aspirations.
How will outputs be measured?
<ul style="list-style-type: none"> • Pupil progress and attainment at GCSE. • Recruitment of languages at A-level.
How will it be evaluated?
<ul style="list-style-type: none"> • Students will complete a questionnaire. • Pupil progress and attainment at GCSE will be measured.

Title and purpose of the activity
Languages Trip to Spain
Description
<ul style="list-style-type: none"> To provide GCSE and A-level students studying Spanish with the opportunity to visit Spain (Barcelona). Students would practise their language skills in real life situations, as well as gaining a cultural insight into the country. They would visit key monuments, for example; The Sagrada Familia and Park Guell and may get the opportunity to take Spanish lessons.
Total funding and breakdown of funding required
<ul style="list-style-type: none"> The quotations received to date put the cost of the trip per student at approximately £350 (this may however change, due to changes in travel and accommodation costs). We aim to take 32 students, therefore the total cost of the trip would be approximately £11,200. We would ask the students to pay £150 each for the trip, therefore we would like to ask the Corporation for a contribution of £200 per student, which is a total of £6,400.
How will it improve attainment?
<ul style="list-style-type: none"> Students would have the opportunity to practise the language in a real life context. They would broaden their vocabulary and improve their speaking and listening skills, which will have a direct impact on their grades for their GCSE and A-level exams, particularly their speaking and listening exam, thus raising their attainment.
What is the target outcome?
<ul style="list-style-type: none"> Improved student progress and attainment at GCSE and A-level. Greater pupil motivation and engagement, which would help to improve recruitment of A-level languages. The trip would help to foster a greater cultural awareness and help to raise students' aspirations.
How will outputs be measured?
<ul style="list-style-type: none"> Pupil progress and attainment at GCSE and A-level. Recruitment of languages at A-level.
How will it be evaluated?
<ul style="list-style-type: none"> Students will complete a questionnaire. Pupil progress and attainment at GCSE and A-level will be measured.

Title and purpose of the activity
<p>Multiple ICT Projects</p>
Description
<p>Information technology has become a fundamental tool using in education. And it has been shown, over multiple case studies from various sources, how it helps improve engagement in the classroom and raise attainment.</p> <p>As is inevitable with ICT equipment, there comes a time when equipment needs replacing and the following areas have worked hard since their procurement in 2008, when the Academy was formed, but are showing their age. Issues are occurring that distract from their initial purpose which is having an effect on students' learning and reducing teaching time in the classroom due to the teacher dealing with the constant problems that arise with the devices rather than teaching their subject to an outstanding level and thus increasing the students' enjoyment of the subject.</p> <p>The projects proposed below fall into three categories: IT infrastructure, ICT Classroom suites, mobile ICT, these combined together provide the fundamental tools in the classroom to help engage students and raise the attainment as well as life skills for the workplace.</p> <p>Wireless Network Core Technology Upgrade</p> <ul style="list-style-type: none"> • The original wireless controller was put in place when the academy was formed in 2008 and has been running 24/7 since, it is out of any warranty and also a discontinued product. It has limited support for new access points as well as limited understanding of operating systems and protocols used like apple and android based tables. That has a direct effect on deploying mobile technology and supporting the equipment for use in the classroom. • The purpose of this project is to replace the Meru controller so to improve the current wireless infrastructure as well as give the ability to expand the wireless network for improved coverage and introduce Ezrf as a monitoring tool to track how the wireless network performs in each area and allow analysis of what was happening in real time or at a set time. Across the whole wireless network, group of devices or individual device in a certain area of the building. As well as to review trends over a year, so that support is improved regardless of device and OS and to improve the end users experience. And allow integration and deployment of emerging technology's <p>Network Infrastructure Technology Upgrade</p> <ul style="list-style-type: none"> • The current switching infrastructure is coming to the end of it life and issue are starting to occur after running for 24/7 from the initial investment when the academy was formed, the switches have had a hard life but are often over looked on their impact to teaching and learning as they are a device that spend their life in a cupboard this provide the backbone of the ICT infrastructure and all IT services provided to staff and students. This year we had one port on one switch fail. On the day of a computerised exam, that effected 16 students and resulted in the exam being rescheduled. This can have a large effect on the mind set and behaviour of students that are using IT. The project is to replace and upgrade all of the edge switches and some of the distribution switches, so that the edge is 1 GB for each user device instead of 100mb. Also it will provide power to devices like Phones and Wireless Access Points, CCTV and Access Control Systems. Thus helping provide a positive and safe environment for students

around the academy and help provide the services required to the classroom for teachers to teach and for students to learn

ICT Class Room Technology Upgrade

- Upgrade one ICT classroom suite of computers so that it is able to meet the requirements of the new ICT curriculum and reduce behaviour issues caused by students' frustration with the equipment and others issues they encounter with the ageing of devices that no longer meet specifications.

Business Classroom Technology Upgrade

- Upgrade one ICT suite of computers used by the business department to help reduce frustration from devices unable to run appropriate curriculum software, enabling teachers to concentrate on teaching and not on issues from devices no longer meeting specifications.

SEN Classroom Technology Upgrade

- Upgrade computers used by SEN to support students achieve their goals and improve levels by allowing access to software and learning aids that are not able to run on the existing equipment.

Library Classroom Technology Upgrade

- Replace the suite of computers that was purchased in 2008, used by all students in lessons and for after school clubs, in order to run the software required for each subject and improve students' access to resources, helping to increase attainment and life skills.

Technology Mobile Learning Technology Upgrade and Increased Access

- Replace a set of ageing laptops that is unable to meet the requirements to run technology software e.g. auto cad and Photoshop.
- Increase the size of the set to allow one device per pupil, to support their teaching and learning.

Humanities Mobile Learning Technology Upgrade

- Replace one suite of laptops used by humanities to increase reliability and battery life to over 1 hour and improve their performance so that students have better access to computer based resources.

Modern Foreign Languages Mobile Learning Technology Upgrade

- Replace one suite of laptops used by MFL to increase reliability and battery life to over 1 hour and improve their performance so that students have better access to computer based resources, e.g. audio and video to raise attainment and enjoyment of the subject.

Total funding and breakdown of funding required

Wireless Network Core Technology Upgrade

Mc 4200 wireless controller £4,233
AP software licence upgrade (trade up discount 100%)
3 years' support for wireless controller £3,470
3 years' software upgrades £2,386
E(z)RF application suite £379
Virtual services appliance for Meru centre £755
3 years' support for virtual services appliance £435
3 years' software upgrades £214

2 days engineer for onsite install , migration and configuration for the Meru network £1,950

Total for project for 3 years £13,822.00

Network Infrastructure Technology Upgrade

Network edge switches total of 24 switches of which have 48 power over Ethernet ports configured in stacks of 4 switches; total of 6 stacks linked to the distribution switches via 3x 10gb links trunked in to a 30gb link running 1gb at the edge.

Distribution switches total of 9 switches of which have 48 port in stacks of 3 switches; total of 3 stacks running at layer 3 and linking back to the core Network via 4x 10gb links across different routed the fibres trucked into one 40gb backbone.

Fibre Optic Modules for uplinks 10gb links

Twinex cable for linking of edge switches to distribution switches

Stacking cables for stacking switches

Management Monitoring Software

1 day's engineer on site configuration

Total for project £58,528.00

ICT Class Room Technology Upgrade

32 Desktop Computers @ 450 each

Total for project £14,400.00

Business Classroom Technology Upgrade

32 Desktop Computers @ 450 each

Total for project £14,400.00

SEN Classroom Technology Upgrade

18 Desktop Computers @ 450 each

Total for project £8,100.00

Library Classroom Technology Upgrade

25 Desktop Computers @ 450 each

Total for project £11,250.00

Technology Mobile Learning Technology Upgrade and Increased Access

30 Laptops @ 450 each £13,500.00

1 Lap Safe Smart Line E/30 storage and charging trolley £3,624.00

Total for project £17,124.00

Humanities Mobile Learning Technology Upgrade

30 laptops @ 450 each £13,500.00

1 Lap Safe Smart Line E/30 storage and charging trolley £3,624.00

Total for project £17,124.00

Modern Foreign Languages Mobile Learning Technology Upgrade

30 Laptops @ 450 each £13,500.00

1 Lap Safe Smart Line E/30 storage and charging trolley £3,624.00

Total for project £17,124.00

Total funding Required £171,872.00

How will it improve attainment?

Wireless Network Core Technology Upgrade

By improving the learning experience in the classroom, by reducing issues with connectivity for mobile learning devices.

Network Infrastructure Technology Upgrade

By improving the learning experience whilst using IT for learning, by reducing issues with connectivity and long logon times, allowing students to concentrate on learning.

ICT Classroom Technology Upgrade

Allows the department to use the digital resources that have been purchased to deliver the new computing curriculum, promoting independent working as well as reducing issue for teachers to concentrate on delivering outstanding lessons.

Business Classroom Technology Upgrade

By improving access to technology to promote independent working as well as reducing issues for teachers to concentrate on delivering outstanding lessons

SEN Classroom Technology Upgrade

Allows access to software that helps students overcome their learning difficulties and promotes self-confidence to support independent learning.

Library Classroom Technology Upgrade

By improving access to technology outside of lessons, support independent learning. Supports after school clubs and study skills.

Technology Mobile Learning Technology Upgrade and Increased Access

Allows department to use specialist CAD software and students to have one to one access to laptops. Allows staff to use existing equipment, e.g. laser cutter to support enjoyment of the subject, and reduce frustrations when the existing equipment does not survive the lesson e.g. battery life.

Humanities Mobile Learning Technology Upgrade

Allows one to one access to laptops, supporting access to quality digital resources, removing limitations of old hardware e.g. battery life, allowing the teacher to concentrate on teaching lessons and reducing student frustration and behaviour issues.

Modern Foreign Languages Mobile Learning Technology Upgrade

Allows one to one access to laptops, supporting access to quality digital resources, removing limitations of old hardware e.g. battery life, allowing the teacher to concentrate on teaching lessons and reducing student frustration and behaviour issues.

What is the target outcome?

Wireless Network Core Technology Upgrade

Uninterrupted lessons and increased student focus, reduction of issues logged with the IT helpdesk.

Network Infrastructure Technology Upgrade

Reliable IT services supporting uninterrupted lessons to allow focus on learning.

ICT Class Room Technology Upgrade

Uninterrupted lessons with pupils engaged and on task.
Independent learning evident in all or most lessons.

Improved standards of pupils' work in all key stages
Increased numbers of pupils choosing to study IT / computing in KS4 and KS5 as they become more enthused about the subject.
Reduced IT support required in lesson due to technical issues

Business Classroom Technology Upgrade

Uninterrupted lessons with pupils engaged and on task
Improved standards of pupils' work in all key stages
Working computers allowing pupils to work independently
Reduce IT support required in lesson due to technical issues

SEN Classroom Technology Upgrade

Increase in students' confidence to overcome learning difficulties
Improved standards of pupils' work in all key stages
Improved access to digital resources

Library Classroom Technology Upgrade

Improved standards of pupils' work in all key stages
Computers allow pupils to work independently
Pupils gain confidence in studying and further their skills and knowledge.

Technology Mobile Learning Technology Upgrade and Increased Access

Uninterrupted lessons with pupils engaged and on task
Improved standards of pupils' work in all key stages
Working computers allowing pupils to work independently
Reduce IT support required in lesson due to technical issues

Humanities Mobile Learning Technology Upgrade

Uninterrupted lessons with pupils engaged and on task
Improved standards of pupils' work in all key stages
Working computers allowing pupils to work independently
Reduce IT support required in lesson due to technical issues

Modern Foreign Languages Mobile Learning Technology Upgrade

Uninterrupted lessons with pupils engaged and on task
Improved standards of pupils' work in all key stages
Working computers allowing pupils to work independently

How will outputs be measured?

Wireless Network Core Technology Upgrade

Fewer issues logged through IT helpdesk
Analyses of signal available for use of mobile learning devices

Network Infrastructure Technology Upgrade

By comparing the previous year's data of IT issues that occurred around networking analysed over the year, e.g hours of teaching affected by network outage
Annual ICT audit will track impact of the upgrade

ICT Class Room Technology Upgrade

Analysis of level/ grades
Increased number of students choosing to study ICT/ computing at KS4 and KS5
Fewer issues logged through IT helpdesk

Business Classroom Technology Upgrade

Analysis of levels/grades
Fewer issues logged through IT helpdesk

SEN Classroom Technology Upgrade

Progression made in software courses to increase attainment level
Improved confidence in students

Library Classroom Technology Upgrade

Increase in number of students using the library resources outside lessons

Technology Mobile Learning Technology Upgrade and Increased Access

Analysis of levels/ grades
Fewer issues logged through IT helpdesk
Increased staff confidence in use of mobile learning

Humanities Mobile Learning Technology Upgrade

Analysis of GCSE results
Fewer issues logged through IT helpdesk
Increased staff confidence in use of mobile learning

Modern Foreign Languages Mobile Learning Technology Upgrade

Analysis of GCSE results
Fewer issues logged through IT helpdesk
Increased staff confidence in use of mobile learning

How will it be evaluated?

Wireless Network Core Technology Upgrade

Annual ICT audit will track impact of the upgrade

Network Infrastructure Technology Upgrade

Annual ICT audit will track impact of the upgrade

ICT Class Room Technology Upgrade

Analysis of levels/ grades/ results
By comparing application data with the previous year's for students choosing ICT/ computing at KS4 and KS5
Annual ICT audit will track impact of the upgrade

Business Classroom Technology Upgrade

Analysis of levels/ grades/ results
Annual ICT audit will track impact of the upgrade

SEN Classroom Technology Upgrade

Completed software course e.g. lexia
Improved confidence in students

Library Classroom Technology Upgrade

Increase in number of students using the library resources outside of lessons

Technology Mobile Learning Technology Upgrade and Increased Access

Analysis of levels/ grades/ results
Annual ICT audit will track impact of the upgrade
Increased staff confidence in use of mobile learning

Humanities Mobile Learning Technology Upgrade

Analysis of GCSE results

Increased staff confidence in use of mobile learning

Annual ICT audit will track impact of the upgrade

Modern Foreign Languages Mobile Learning Technology Upgrade

Analysis of levels/ grades/ results

Increased staff confidence in use of mobile learning

Annual ICT audit will track impact of the upgrade

Title and purpose of the activity
Rewards System - A variety of rewards to engage and inspire students through the House Points system and termly achievement.
Description
The Academy is developing a reward system in which students receive an award with the appropriate value in return for their hard work. It is important that we have a comprehensive system of rewards to ensure all students are recognised for various skills, talents and students will have the opportunity to claim and 'cash in' their House points for various rewards.
Total funding and breakdown of funding required
Curriculum colours - Subject reward badges - 1000 badges - <u>£1500</u> Subject postcards - <u>£1000</u> £1 equivalent per 50 HP (549) - £500 £1 equivalent per 100 HP (based on this years' house points 436) - £500 £5 equivalent per 150HP - (276) - £660 £10 equivalent per 250 House points (53) - £500 £20 equivalent per 300+ (9) - £200 (Exchange prizes are all based on this year's house point count) Total bid for funding = £4,860
How will it improve attainment?
<ul style="list-style-type: none"> • Positive reinforcement of behaviours • Reward system, one which the students value, acts as an incentive to gain house points which in turn improves attitude towards learning • Parental engagement is known to have a positive effect on student engagement and directly improve grades. Postcards home to parents will encourage this. • End of year assemblies celebrate achievement.
What is the target outcome?
<ul style="list-style-type: none"> • Increased engagement • Students to value House Points and strive to achieve them
How will outputs be measured?
<ul style="list-style-type: none"> • Increase in House Points achieved and given - House Points cashed in • Whole school results • Student Feedback • Teacher feedback
How will it be evaluated?
<ul style="list-style-type: none"> • Parent and student questionnaire • Academy Council

Title and purpose of the activity
Sports Day 2015 - Whole School House Event
Description
Annual whole school sports day at Lee valley Athletics Centre. Involves approx. 600 pupils and 100 staff members.
Total funding and breakdown of funding required
Track hire @ Lee Valley - £450.00 Cost of coach transportation - £5500.00 Medals - £350.00 Total = £6,300
How will it improve attainment?
Sports day is the biggest house event of the year and is always highly anticipated by the students. It is the perfect opportunity to showcase pupils' abilities and for them to perform at the levels they have attained within curriculum time throughout the year. This is a celebration of their achievement over the year and highlights their improvements and progress. Without sports day we would not be able to foster a sense of purpose for the curriculum delivery or be able to promote the sportsmanship and competitive edge we are trying to instil here at COLAI.
What is the target outcome?
<ul style="list-style-type: none"> • Access to a full size athletics track and the opportunity to compete against each other in a house event. • Develop a sense of pride in their house and build sportsmanship and fair play. • Facilitate the love of athletics and possible future aspirations to compete.
How will outputs be measured?
<ul style="list-style-type: none"> • Attainment of students in PE • Attendance to internal and external athletics clubs
How will it be evaluated?
<ul style="list-style-type: none"> • Student voice questionnaires • Uptake at extra-curricular clubs.