

Impact of Catch Up Funding 2020-21

Summary Information

Catch-up budget	£68,800
Post 16 budget	£409
Notes	Natasha Ullah (Principal) and Adam Potter (Vice Principal) maintained oversight of this plan

Rationale

The Covid-19 pandemic has widened students existing learning gaps. Many disadvantaged and vulnerable students have been adversely affected and are disproportionately worse off. The academy is committed to providing an evidence-informed response to restore vital learning routines and ensure efficient use of the Catch-up Fund.

OBJECTIVE	ACTION	IMPACT	MONITORING/EVIDENCE
1a Increased use of effective diagnostic assessment	<p>Year 11 and 13</p> <ul style="list-style-type: none"> Utilising previous data such as unit 3, mock examination data, to initially identify students who are not making expected progress. Further widening of gaps may have been developed during the first national lockdown. To use each of the different subject unit data drops, to ensure that the correct students have been identified for the different subject interventions Utilise the Y11/13 mock examination data for final interventions leading up to the summer <p>Key Stage 3</p> <ul style="list-style-type: none"> Use the suite of GL standardised assessment tests to establish general student performance and trends. <ul style="list-style-type: none"> Initial testing for Year 7 and 8 (28/9/20 - 22/10/20) Progress testing for Year 7 and 8 in January and May 2021 (They were planned, but postponed due to January lockdown, they will be rescheduled on return) Year 9 to complete NGRT also Initial CAT4 Assessments to inform which students require literacy and numeracy intervention NGRT data to inform which students require reading intervention <p>All Year Groups</p>	<ul style="list-style-type: none"> Accurate identification of students who require catch up support specifically for literacy, numeracy and reading Accurate identification of students who require catch up support for specific examination subjects for this academic year Targeted and tailored educational support in place quickly 	<p>LEAD: APR/MHS (SF MRS)</p> <p>WHAT: The change in which students require intervention support to make at least expected progress</p> <p>WHEN: Start of academic year and reviewed after each unit</p> <p>HOW: Regular reviews of rich data produced by teaching staff after each unit and AP data</p> <p>WHY: To ensure that the correct students have been identified and to identify impact</p> <p>COST: £8640 (to be covered by existing budget)</p>

	<ul style="list-style-type: none"> ▪ Newly developed Academy Assessment Policy followed ▪ Students who require catch up intervention will be identified during the various Assessment Point analysis and through teacher referral ▪ Departments to develop diagnostic assessments to identify specific subject knowledge and skills that need to be addressed for their students ▪ Focus on targeting misconceptions and frequent low stakes formative practices ▪ Year 10 and 12 starting new qualifications, subject specific gaps have not been created within these year groups for their new qualification of study 		
1b High quality remote learning	<ul style="list-style-type: none"> ▪ Ensure elements of effective teaching are present –clear explanations, scaffolding and feedback ▪ Focus on strategies to help students work independently such as modelling and guided practice ▪ Assess student access to technology at home (by 25/09/2020) - survey sent to parents x 5, collating further responses. ▪ Help to remedy issues where there is a lack of appropriate technology at home ▪ Provide ongoing support to staff using Google classrooms and other platforms as necessary (starts w/c 28/09/2020) ▪ Consider how to include peer interaction ▪ Full consideration of which approaches are best suited for the content being delivered and the age of the students - consultation with staff, students and parents re live lessons ▪ Explore what aspects of remote learning provision will be integrated in academy policies such as homework, feedback and Teaching & Learning ▪ Introduce Tassomai - Y7 to 11 (English, Maths and Science) - AMR producing guidance and support November 2020 ▪ Provide guidance for parents/carers to support their child's remote learning (by 05/10/2020) ▪ Ensure SLT have access to subject area Google Classrooms to be able to monitor quality of work and the 'stream' ▪ Futures provision accessible from home 	<ul style="list-style-type: none"> ▪ Students receive quality education remotely and continue to make progress ▪ Students can access work via online platforms and receive more immediate support and feedback ▪ Remote learning meets the needs of all students ▪ Parents are able to support their children effectively to make progress ▪ Work is monitored for quality and frequency and any issues identified ▪ Students and parents accessing support material from home with ease 	LEAD: SME/MHS WHAT: Google classroom monitoring, parent survey feedback, student work scrutiny/completion rates WHEN: review end of each unit HOW: line management and SLT meetings - review summary WHY: new area requires close monitoring and adapting COST: £1000

	<ul style="list-style-type: none"> ▪ Magna 5s to increase parents awareness - letter home with screencastify Google Classroom video (w/c 16/11/2020) 		
1c High quality professional development	<ul style="list-style-type: none"> ▪ Implement a logical and well-sequenced plan to support and sustain high quality teaching (as part of staff plan by 02/10/2020) ▪ Assess teacher skills in remote learning ▪ Share best practice across departments - work set, approach to feedback ▪ Up front training using Google Videos and MHS (start w/c 28/09/2020) ▪ Follow-on support and drop in sessions as appropriate (can use week 4 sessions) ▪ Ensure that NQTs and other early career teachers are fully supported in setting, managing and providing feedback for remote learning - provide additional training/support as required 	<ul style="list-style-type: none"> ▪ All staff are confident to use Google classroom to ensure high quality learning continues remotely ▪ Students receive the highest quality provision through well-trained staff ▪ Specific tools/training mean that staff can effectively meet the needs of different groups of students, particularly SEND ▪ The academy has a consistent approach to remote learning to ensure clarity for all stakeholders 	LEAD: SME/KSD WHAT: teacher skills survey, WHEN: review end of each unit HOW: line meetings, SLT meetings WHY: regular monitoring to respond to emerging needs COST: £1600
1d Resources	<ul style="list-style-type: none"> ▪ Sensible and well-considered spending ensuring value for money ▪ Purchase hardware - Chromebooks Lenovo 300e - 11.6" Chromebook (Multi-touch) costs £167.99 each (5k per class set) ▪ New software - Tassomai Y7 to 11 for English, Maths and Science (virtual learning, HW and other) ▪ Maths STP digital textbook ▪ Intervention materials/resources ▪ Recondition old hardware for vulnerable students/those without technology at home (post staff IT refresh) 	<ul style="list-style-type: none"> ▪ Improved access to internet enabled devices within the Academy to enhance learning ▪ Improved efficiency for testing ▪ Greater understanding and use of technology as a learning aid ▪ Less paper based resources 	LEAD: NUH (ZWS) WHAT: Spending (budget), VfM and usage WHEN: termly HOW: Spending approval (ZWS/NUH) WHY: to remain within budget and secure VfM COST: Maths STP KS3 £290 Tassomai £4320 Chromebooks/Tablets £22,299

Objective 1 Total Budgeted Cost £29,509

OBJECTIVE	ACTION	IMPACT	MONITORING/EVIDENCE
2a High quality interventions	<ul style="list-style-type: none"> Year 11 Raising attainment sessions established earlier - to start w/c 02/11/20 Y11 DEAR intervention sessions (Maths, English, Science, History, Geography, MFL) - to start w/c 02/11/20 Y11 intervention during PE/Dance time - to start w/c 05/01/21 - subjects dependent on staff availability and targeted students. Y13 additionally teaching hours in Maths and Chemistry KS3: Reading/literacy intervention - before/after school (targeted small group) Literacy intervention during the Academy day with those staff under allocation - January 2021 Tutor time/DEAR reading with 6th form Tutor time/DEAR intensive literacy and/or numeracy sessions with Phoenix team Numeracy intervention - before/after school Increase capacity/staffing for homework club (including Thursdays) Staff volunteers to lead additional support/intervention sessions Boys and writing – Use the Writers Toolkit more widely Coordination of overall intervention programme by APR (staff deployment/timetable, cost) Train more staff to lead targeted interventions Fully implement new interventions such as Direct Instruction & Lexia/other literacy provision 	<ul style="list-style-type: none"> Increased progress for targeted students Students achieve outcomes in line with expectations/previous track record Improved reading ages, closing the gap between actual age of student and reading age. 	<p>LEAD: APR/MHS /SME (SF MRS)</p> <p>WHAT: Assessment data</p> <p>WHEN: 6 weekly/Assessment Points</p> <p>HOW: GL Assessments, subject based assessments, mock examinations</p> <p>WHY: To address knowledge gaps created or widened through the national lockdown and ensure students are making at least expected progress</p> <p>COST: £9800</p>
2b SEND	<ul style="list-style-type: none"> Vulnerable student 1-2-1 Tutor (8 hours per week) Dyslexia 1-2-1 Tutor to include assessments, teaching and staff training Part time (20 hours) and fixed term TA (Nov-July) Extend Year 7 and 8 Weekly Reading Intervention led by JSE Extend ELSA group with ASS Personalised tutor time and DEAR targeted group Access arrangements completed for yr11 & sixth form Christmas, yr 10 July 2021 Alternative Provision [Live to learn] Establish more welcoming/safe places (Well-being room) 	<ul style="list-style-type: none"> Accurate and up to date diagnostic assessments Teachers better informed to address needs within the classroom Individualised provision to promote student confidence leading to reintegration into mainstream SEND students given strategies and tools to become more independent learners 	<p>LEAD: MOD/LNS</p> <p>WHAT: Student engagement and progress (to include assessment, attendance & behaviour data)</p> <p>WHEN: Weekly for high needs students and half termly for SEN support students</p> <p>HOW: Phoenix Centre meeting, SLT and LM</p> <p>WHY: More regular monitoring to ensure most vulnerable students are receiving suitable support</p> <p>COST: £29,400</p>

- Use of sensory room as non-threatening environment to encourage reading aloud in a small groups

Objective 2 Total budgeted cost £39,200

OBJECTIVE	ACTION	IMPACT	MONITORING/EVIDENCE
3a Supporting students social, emotional & behavioural needs	<ul style="list-style-type: none"> ▪ Alternative curriculum pathway including ASDAN and Art Therapy ▪ Balance Programme (once a week for 8 consecutive weeks) led by RSY for 22 students ▪ Individual counselling ▪ Targeted Personal Development group (10 students) ▪ New personal development curriculum underway with logically sequenced assembly rota (CBR) ▪ Student voice up and running (KPE) ▪ Promote greater sense of belonging-House system (HGR) ▪ New patrol system in place ▪ Regular analysis of data to prevent escalation and intervene early (RCS) and 20s Plenty (CBR). ▪ Establish 'safe places' for social times (Phoenix Centre) ▪ Use of newly established sensory room for counselling sessions and as part of sensory diets for targeted students 	<ul style="list-style-type: none"> ▪ Enhanced student engagement and well-being ▪ Reduction in FTE and lower risk of PEX ▪ Students better supported in their learning ▪ Excellent attendance ▪ Effective early interventions ▪ More suitable skills based qualifications matching the needs of students 	<p>LEAD: MOD/KPE/RCS</p> <p>WHAT: Student engagement and progress (to include assessment, attendance & behaviour data)</p> <p>WHEN: Weekly for high needs students and half termly for SEN support students</p> <p>HOW: Phoenix Centre meeting, SLT and LM</p> <p>WHY: More regular monitoring to ensure most vulnerable students are receiving suitable support</p> <p>COST: £500</p>
3b Communicating with and supporting parents/carers	<ul style="list-style-type: none"> ▪ Further develop the plan for communications with families with Parents Forum set up in the first term. One to one meetings conducted by Nov 30th. First group meetings Dec. ▪ Consider possible barriers for parents (literacy/working hours) ▪ Audit current communications assessing what worked well ▪ Reinforce simple, encouraging messages around sustainable home learning, routines and study tips ▪ Celebrate successes with parents/carers ▪ Avoid (where possible) lengthy, complex communications using Magna 5s. Start January 2021. ▪ Establish safe arrangements for parents evenings 	<ul style="list-style-type: none"> ▪ Parents/carers more confident and secure sending their children to the Academy ▪ Parents/carers more confident and secure sending their children to the Academy ▪ Parents have a clear view of how their children are being supported in catching up. ▪ Parents understand in what ways they can support their children with the catch up curriculum ▪ Parents' Forum invite sent out- group to be set up and meet in the second half term and every half term moving forward. ▪ Parents' newsletter to be produced and circulated to all parents following each meeting. 	<p>LEAD: KSD (Transition CBR)</p> <p>WHAT: Parents' Forum and newsletter</p> <p>WHEN: Parents' Forum to start by mid-November. Magna 5s to start week beginning Nov 6th</p> <p>HOW: Virtual - questionnaires/ meetings/ newsletters</p> <p>WHY: Important to further improve and cement home-academy working</p>

- Support with reading at home
- Campaign Top Ten Tips etc

COST: No additional cost anticipated

Objective 3 Total budgeted cost £500

Combined Total Budgeted Cost £69,209

Evidence of Impact

Successful introduction of Lexia

1. 186 students in Y7 to 10 participated in our Lexia reading intervention programme, on average students improved their reading age by 4 months.
 - Year 7: 4 months
 - Year 8: 5 months
 - Year 9: 3 months
2. Students who have participated in Lexia have shown the following improvement within their English
 - Year 9: 97% of students are now making at least expected progress
 - Year 8: 86% of students are now making at least expected progress
 - Year 7: 80% of students are now making at least expected progress

Reintroduction of Direct Instruction (DI)

1. 83 students in Y7 to 9 participated in our DI Literacy and Numeracy programme, on average students improved their reading age by 3 months.
2. Students who have participated in DI have shown the following:
 - Year 7: 84% of students are now making at least expected progress in English
 - Year 8: 85% of students are now making at least expected progress in English
 - Year 9: 95% of students are now making at least expected progress in English
 - Year 7: 84% of students are now making at least expected progress in Maths
 - Year 8: 100% of students are now making at least expected progress in Maths
 - Year 9: 94% of students are now making at least expected progress in Maths

English 1:1/Small group Interventions

1. English P8 +0.35
2. 85% 4+ in English, (78% in 2019)
3. Students on the programme made on average 1.9 grades of improvement from the start of Y11

Introduction of GL Assessments

1. 5% points improvement for Y7 English 5+
2. 1% point improvement for Y7 English 4+
3. 1% point decline for Y7 Maths 5+
4. 3% points decline for Y7 Maths 4+

Impact from Alternative Provision, SEND, Supporting students social, emotional and behavioural needs

1. Attendance above regional and national averages
2. Improved punctuality to lessons 65% reduction in punctuality sanction points
3. Significant reduction in Fixed Term Exclusions (incidents 21%, days 40%)
4. Lesson removals reduced by 60%
5. Half the sanction points of the previous year

Post 16 Intervention

1. Average A Level grade A-, start of Y13 (C+)
2. 100% A* to C, start of Y13 (73%)
3. 91% A* to B, start of Y13 (36%)
4. 55% A* to A, start of Y13 (27%)
5. Maths Value Added +0.37, start of Y13 (-0.63)
6. Chemistry Value Added -0.36, start of Y13 (-2.86)