COVID CATCH UP PREMIUM PLAN 2020-21

Issues identified as barriers to learning (SEPT 2020)	
B1	Numeracy – lack of targeted intervention that would have been face to face
B2	Literacy – Lack of opportunities to develop skills through lockdown, especially oracy.
B3	Gaps in knowledge due to lack of engagement during lockdown
B4	Lack of access/resources for online learning platforms
B5	Low attendance and punctuality
B6	Lack of academic data for new Y7 intake
B7	Lack of engagement from parents
B8	Lack of student aspirations – enhanced by lockdown
B9	Low self-esteem due to lack of engagement/ feedback during lockdown
B10	New routines could hamper high quality teaching
B11	Wellbeing: Attachment to home/ anxiety/ feeling isolated from lockdown period
B12	Lack of data due to no assessments taking place from Mar 2020 – Sept 2020

Teaching and whole school strategies			
Year	Actions	Impact	Measure
7	B6 Y7 testing – reading, CATs etc	Identify those students that are below average to inform setting & interventions	CATs testing Reading ages Reading Plus data
7,8,9,10,11	B2 Embed 'like an expert' strategy into all subjects.	Students are encouraged to use subject specific vocabulary and extend own vocabulary.	QA – Book scrutiny/ Lesson drop ins

7,8,9,10,11	B10 Embed Do Now' strategy for a consistent start to lessons, this will aide structure and support retrieval practice	Students become familiar with routine. Enables them to retain more information and lessons settle quickly	
7,8,9,10,11	B3 SOW reviewed to ensure content is covered and support gaps in knowledge and skills	SOW to include opportunities for recall and consolidation of work covered in lockdown. Leading to enhance knowledge	Internal assessments GCSE data (mocks etc)
7,8,9,10,11	B9, B12 Frequent low stakes testing to ensure all students experience success – purchase whiteboards to aide the implementation of this for all students	Teachers able to identify gaps in knowledge and increase attainment.	
10,11	B3, B12 PiXL strategy of 'diagnose, test, consolidate (therapy)' introduced to identify and plug gaps in knowledge	Teachers able to identify gaps in knowledge and increase attainment.	QA Internal progress data
7,8,9,10,11	B3, Knowledge Organisers produced to enable students to see the bigger picture, consolidate knowledge and further support retrieval	Students can identify key areas of knowledge for each subject.	
7,8,9,10,11	B9, B3, B12 Review of assessment and marking to reduce workload – including sharing successful approaches to whole class feedback	Students will know what they need to do to improve in each subject.	Staff survey
7,8,9,10,11	B3 Regular CPD to focus on Hawkley Recall, Rosenshine's Principles of Instruction and 'Teach Like a Champion'	Staff confident in delivering high quality lessons that have clear routines and structures. They also include opportunities for students to recall knowledge	CPD programme plan and staff feedback
10,11	B12 PiXL PLCs introduced and adapted to identify areas for development	Teachers can confidently analysis where a class/ student is up to and identify any gaps in learning	QLA & intervention plans

7,8,9,10,11	B10 Continual research into external CPD and strategies to support internal T&L development	Staff take ownership of CPD and create a culture of research and sharing with in school.	Performance management Lesson drop ins
7,8,9,10,11	B10 Regular T&L newsletter to support sharing of good practice and initiatives.	Staff share resources and ideas via platform. Increases the quality of lessons around school.	
7,8,9,10,11	B10 QA procedures to support the development of classroom practice in all subjects	SLT/HOF/HOD able to identify strengths and areas to develop in subject areas. Support identified for teachers and departments.	SDP/FDP/SEF
7,8,9,10,11	B12 Wave 1/2 students identified and intervention strategies used	Identified students increase attainment or engagement.	Internal assessment data GCSE results
7,8,9,10,11	B10 Purchase visualizers for every classroom to improve modelling and support new classroom environment	Enable staff to model from front of room when it is difficult/ impossible to move around a class.	N/A

Targeted academic support			
Year	Actions	Impact	Measure
7,8,9	B2 Targeted 1:1/ Small group interventions to improve student literacy	Increase student reading ages, writing and vocabulary based on individual need.	Reading ages Reading plus data
7,8,9	B1 Targeted 1:1/ Small group interventions to improve student numeracy	Increase in numeracy and maths attainment	Maths internal data
10,11	B3 Use of engagement period to provide extra teaching time for Core subjects	Increased time to plug any gaps in knowledge and	GCSE results

7,8,9,10,11	B1 B2 Use of Engagement period to support key numeracy and literacy strategies eg word of week, literacy activities, numeracy ninja.	Increase in basic numeracy and literacy	Reading plus data
7,8,9,10,11	Deployment of TAs to support most vulnerable	Vulnerable students are supported in lessons to improve progress	Internal progress data
11	B12, B3 Programme of after school intervention including online evening sessions	Increased attainment at KS4	GCSE results/ internal progress data
7,8,9,10,11	B9, B11 Mentoring sessions – Focus on self-awareness, self-management, social skills, organisation etc	Increased student confidence and engagement in school life. Reduction in exclusions/isolation/behaviour incidents	Student voice
11	B4, Purchase of revision materials for Core Subjects	Increase in resources available to all Y11's. This should increase attainment	GCSE results
7/8/9/10	B1, B2, B3 Use of NTP to target small groups for maths and literacy	Increase attainment for tutored students	NTP assessments/ internal data

Wider strategies			
Year	Actions	Impact	Measure
7,8,9,10,11	B4 Develop online platform to support blended learning, including QA procedures, technical support, resources and CPD	Students have access to similar provision as face to face if self-isolating	Attendance data
7,8,9,10,11	B11 Use of Engagement period to focus on key PSHE and social issues – Reflective Friday and Mindful Mondays	Students able to discuss issues and work through problems together.	Student voice

7,8,9,10,11	B4 Tiered approach to support online learning – regular parental contact, support with resources/access to technology	Student increase engagement in online learning	Attendance data
7,8,9,10,11	B5 Attendance team to support those below 95% attendance	Increased attendance should increase attainment	Attendance data
7,8,9,10,11	B9, B11, B7Pastoral support packages including support for students with anxiety, behavioural issues, resilience etc	Less exclusions/ behaviour incidents for identified students	Exclusion data/ class charts
7,8,9,10,11	B11, B10 Class Charts use to support behaviour management and inform reward system.	Increase in positive behaviours around school. Increase in engagement in lessons	Class charts data
7,8,9,10,11	B11 Focused PSHE programme and collapsed timetable	Address issues that impact on a positive mental wellbeing	Student voice
10,11	B8 Targeted careers support and guidance to identified student, especially those at risk of being NEET	Raising aspirations for students to map out a career path or college course options – less NEETs	NEET data
7,8,9,10,11	B3, B4 Purchase extra laptops and apply for government laptops to ensure students can access full home learning offer.	Students have access to online offer and larger gaps in knowledge should not occur.	Online attendance