

Catch-Up Funding/National Tutoring Programme Action Plan 2020/2021

1. Summary Information	
Academic Year: 2020-21	Total Catch-up funding: c£80,000
Total number of students on roll as at 1/9/2020: 1056 Total number of students eligible for targeted support through the National Tutoring Programme (Disadvantaged, vulnerable) - 394 (other students may become vulnerable as the year progresses)	Associated planning documents: SDP, PP Strategy Statement, Remote Education Contingency Plan
2. Scope of this plan	
1. Universal provision utilising Catch-up funding	2. Targeted provision via the National Tutoring Programme
3. Desired outcomes from utilising Catch-Up funding	
Outcome	Success Criteria
Students in Y11 are well prepared for their GCSE examinations and have made up for any lost learning whilst working from home.	The majority of students continue to study, and achieve qualifications in all of their examination subjects and are able to progress to their preferred post-16 route.
Students in Y8-10 plug any gaps in their learning and have the necessary foundations to enable future learning.	The most important concepts, knowledge and skills in each subject are prioritised and taught/re-taught in a 'consolidation' period so that students understand and learn them and are able to access the next stage of their learning.

	Students re-establish the habit of regular reading both in and out of school to further support their access to the curriculum with confidence.
Students in Y7 make a successful transition to High School.	<p>Students are successfully inducted by ensuring that 'virtual' tours/meetings that have taken place are built upon face to face and relationships with form tutors and the pastoral team are cemented.</p> <p>Any gaps in essential knowledge and skills apparent from the KS2 curriculum are successfully addressed to enable students to access the KS3 curriculum with confidence.</p> <p>Students re-establish the habit of regular reading both in and out of school to further support their access to the KS3 curriculum with confidence.</p>
All students attend well and engage fully with their learning.	School and parents work in partnership. Parents are supported by school, via regular and effective communications, to encourage their children to attend school and work hard.
4. Desired outcomes from National Tutoring Programme	
Outcome	Success Criteria
Identified disadvantaged and vulnerable students are provided with additional 1:1 tutoring. The provision is subsidised by the National Tutoring Programme and topped up from the school's Catch-Up funding. This provision will be available from November 2020 and supported by the Education Endowment Foundation.	Through this extra-curricular provision, disadvantaged and vulnerable students will have been supported to catch-up on missed learning and are able to access new learning in their classes along with their peers.
In-House academic mentor(s) employed and provide small group tuition in identified subjects. Salaries will be subsidised by the government and topped up from the school's Catch-Up funding. Some academic mentors will be	In identified subjects, as a result of the small group intervention, students plug gaps in their learning and have the essential knowledge and skills to access new learning.

available from October half term 2020 and the remainder from Spring term 2021. Teach First will be supporting this aspect of provision by recruiting, training and placing the academic mentors.

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Action	Evidence/Rationale for choice of action	Timescale	Cost	Responsibility	Evaluation of impact
CPD time during INSET day for 'Consolidating Curriculum' planning and producing a checklist/knowledge organisers so that staff and students can see what they need to know.	Ensuring every teacher is supported and prepared for the new year is essential to achieving the best outcomes for students.	1 st September 2020	Nil	PMc	Monitoring throughout the period of consolidation teaching. Baseline assessments will be compared with assessments following the period of consolidation teaching.
Additional support and mentoring for NQTs.	Their practice was curtailed during the period of closure and so they will need additional support to plug their 'gaps' and improve the quality of their teaching.	From September 2020	Nil	VSH/Subject Mentors	NQT programme of observations and feedback.

Transition support – assessment to identify students who require additional support and areas of weakness in curriculum topics. Create opportunities for teachers to liaise with primary colleagues where appropriate.	Teachers sharing information about strengths and areas for development will allow for more focused support.	September 2020	Nil	PMc/VSH	Curriculum plans/Nurture group plans are modified to address weaknesses and subsequent assessments evidence knowledge and understanding of key concepts.
Ensure departments are undertaking low stakes assessment e.g. quizzing and low threat knowledge checks with all year groups to find out where students have gaps in knowledge. Low stakes assessment will be ongoing to ensure understanding and inform teachers' short-term planning.	The low stakes approach should help students to feel secure in what they already know and confident about what else they need to learn.	September 2020 and ongoing	Nil	PMc/GC	Discussions with subject leads. Students will practise what they are learning and show teachers what they understand. For those students with significant gaps in their knowledge and need more than consolidation lessons, additional 'catch-up' provision will be offered. See below.
Consider providing blocks of time in subjects to Y11 during the period of consolidation teaching.	To provide concentrated learning time and reduced movement (thereby reducing risk of transmission of virus).	First 4 weeks of September 2020, then review.	Nil	PS	Feedback from students and teachers.
We will use catch up programmes and interventions that are proven to be effective – we will investigate the EEF's '18 promising projects' and choose ones that are tailored to where our biggest gaps are, work well in schools similar to ours and that we have the capacity to deliver.	Interventions will be selected that offer positive impact based on evidence following evaluation from the EEF.	September 2020	T.B.C.	PMc/GC/ERooney	Chosen programmes to be evaluated separately.
After working through the above, decide who will deliver the programmes and when, for example:	Staff with the appropriate skills and training will be	Autumn term 2020	Training costs c£1000	HJP/PMc/VSH	Tracking of individual student progress from

Literacy Numeracy Behaviour/metacognition/self-regulation/social & emotional support Nurture group	matched to specific provision and students. Consideration will be given to the timing and duration of the interventions.				start to end of intervention. Records kept by intervention staff.
1:1 tuition, providing intensive individual support to identified (and eligible) students. This is most likely to occur outside of normal lessons as additional teaching.	Evidence indicates that 1:1 tuition can be effective, delivering 5 months additional progress on average (EEF).	From November 2020	Approx £30 per hour. Based on 50 (10 per year group) students per term (£30x50x12x3) £54,000 Offer a TLR3 incentive to administer the programme – £1,500	New TLR3 postholder will administer the scheme	Teachers will monitor progress over the period of tuition (6-12 weeks). Improvement in class and low stakes assessment will evidence progress made.
Small Group tuition via Academic Mentor(s), providing support to groups of 2 to 5 eligible students who are lower attaining and/or have fallen behind.	Evidence indicates that small group tuition can be effective, delivering 4 months additional progress on average (EEF).	First phase October 2020 Second phase Spring term 2021	Salary top up for mentors (x 2) £10,000	As above	Teachers will monitor progress over the period of tuition (6-12 weeks). Improvement in class and low stakes assessment will evidence progress made.
Effective use of 'Period 6'/weekend and holiday sessions for Y11. For some students 'Period 6' may be 1:1 tuition or small group tuition with an academic mentor. Other provision will be with subject teachers and include identified students as required.	The evidence indicates that, on average, students make 2 additional months progress per year from extended school time and in particular through providing additional time for targeted groups of	September 2020 and ongoing with subject teachers. 1:1 tuition and Academic	Costs for 1:1 tuition and academic Mentor as above.	PSH - Period 6, weekend/holiday sessions See above ref 1:1 tuition and small group tuition	Feedback from students. Screening reports evidence progress.

	students either before or after school.	Mentor support as above	Nil cost for Period 6 after school Cost for weekend and holiday provision c£10,000		
Investigate the provision of an additional bus that runs after 'Period 6'.	To ensure Y11 students can travel home and therefore encourage attendance to after school sessions.	Autumn term 2020 to May 2021	c£4000	KV	Attendance at P6/1:1 tuition/small group tuition.
Support for whole school regular attendance. Employment of Child Action North West (CANW) worker	To supplement in-house attendance work with a focus on those students who are finding the return to school a challenge.	20 weeks from September 2020 to February 2021 (initially)	£14,737	PMc	Weekly attendance %/PA%.
A weekly learning email, including tips, useful websites and other links (wellbeing included), constructed by SLT, is forwarded to FT's to in turn be forwarded to parents (with individualised comments from the FT as necessary).	Contact between school and home will continue (as it did during lockdown) and parents will communicate with their child's form tutor regularly about their child's specific needs. Parents will be able to support with learning from home. Evidence suggests that increasing parental engagement can have 2 to 3 months positive impact (EEF).	From September 2020	Nil (but if texts are also sent then cost approx. £6000 pa).	BMO/SLT	Feedback from Parents indicates that suggested strategies are helpful and effective. Screening reports evidence progress.

'Vulnerable learner' cohort established (students either not attending, poor record during lockdown, struggling to settle when back in school, etc.) and daily/weekly phone calls in line with the RAG strategy.	Staff will know where prioritised support should be. Students will receive the support they need to adapt and will get back into healthy routines sooner than without this support.	From September 2020	Nil (Additional hours will be paid if this provision necessitates overtime for PGOs).	BMO/RR/Pastoral mgrs./PGOs	Attendance % for identified students. Behaviour logs. Feedback from parents/students and pastoral team.
Publicise locations around school best able to provide after-hours support working from computer work stations. Inclusion to be used as a learning hub after school each day.	Students will have an environment in which to concentrate and complete homework after school has finished. Students adopting homework routines for the first time (Year 7) will be able to receive support from their pastoral manager.	From September 2020	Nil	BMO/Pastoral mgrs./PGOs	Take up of provision by year group. Homework completion rates.
Providing students with devices where needed and ensuring that the remote learning contingency plan is understood by staff and students.	Ensuring all students have access to technology and can engage fully in on-line learning in the event of remote learning happening again.	As required	Use of government provided devices and school devices previously loaned out to students.	BMO/RR - Devices GC - Remote Learning contingency plan	Audit of students access to devices/internet. Frog analysis. Analysis of number of weekly Zoom lessons by subject. % student engagement in Zoom lessons.
Review the Oak National Academy provision and signpost staff and students to key areas which can be done at home and will add value to classroom learning. Students provided with feedback on all completed work.	Evidence suggests that homework can add on average 5 months additional progress when it is an integral part of classroom learning and combined with high quality feedback (EEF).	From September 2020 and ongoing	Nil	PMc/GC/subject leaders	Analysis of homework completion rates. Screening reports evidence progress.

Install AccessIT an online library booking system so that students can browse and order books and ebooks remotely.	Regular reading will support students' ability to access the curriculum.	From September 2020	£2238	PMC/ERO/EOD	Tracking of book ordering by students by year group
Implement the New Group Reading Test (NGRT).	By providing a baseline of reading proficiency, this will enable the school to identify the students in most need of support and identify their gaps in reading skills.	From October 2020. Then termly assessments	£5240 For 1 termly test per student in Y7-Y9	PMC / EOD	Reading age data; evidence of improvements by term for those students who are receiving the interventions (those with a reading age below their chronological age).
			Total Cost £108,715		