

Catch-Up and Recovery Funding Action Plan 2021/2022

1. Summary Information	
Academic Year: 2021-22	
Total number of students on roll Sep 2021: 1065 Total number of students (Disadvantaged, vulnerable) eligible for targeted support through the NTP (including tuition, academic mentoring, school-led) - 375 (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 and Recovery funding	2. Targeted provision via the National Tutoring Programme, including Academic Mentors and internal & external tutors.
3. Desired outcomes from utilising Catch-Up and Recovery funding	
Outcome	Success Criteria
Students in Y11 are well prepared for their GCSE examinations and have made up for any lost learning during the pandemic.	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.

<p>Students in Y7 make a successful transition to High School.</p>	<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>
<p>All students attend well and engage fully with their learning.</p>	<p>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.</p> <p>Where emerging needs or family difficulties are identified, the school will offer appropriate support in the form of an Early Help. This multi-agency approach is child centered, with an aim to improve the child's school attendance and school engagement.</p> <p>Families who report medical concerns, and/or a need for intervention from health, the school will work with the family and offer support from the school medical assistant.</p>
<p>4. Desired outcomes from National Tutoring Programme</p>	
<p>Outcome</p>	<p>Success Criteria</p>

Identified disadvantaged and vulnerable students are provided with additional 1:3 tutoring. The provision is subsidised by the National Tutoring Programme and topped up from the school's Catch-Up and Recovery funding.	Through this 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 mentors employed and provide small group tuition in identified subjects.	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.

Action	Evidence/Rationale for choice of action	Timescale	Cost	Responsibility	Evaluation of impact
Additional support and mentoring for ECTs.	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 2021	Nil	VSH/Subject Mentors	NQT programme of observations and feedback.
Ensure departments are undertaking regular 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 2021 and ongoing	Nil	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.
1:3 Tuition, providing intensive individual support to identified (and eligible) students. In most cases this will provide small group intervention during lesson time. Also, some after school for Y11 Y11 provision will include some online, remote tuition.	Evidence indicates that 1:3 tuition for one hour per week for 15 weeks is an effective model.	From November 2021	First Wave £22,500 Second Wave £22,500 Evenings/Weekends £15,000 approx.	DOL manages 3 x TLR3 postholders will coordinate within core subjects.	Teachers will monitor progress over the period of tuition (15 weeks). Teachers will also complete a pre and post-tuition assessment.
Small Group tuition via Academic Mentor(s), providing support to groups of approx. 3 eligible students who are identified as requiring additional support. Also, some after school for Y11.	Evidence indicates that 1:3 tuition for one hour per week for 15 weeks is an effective model.	Two phases from Oct 2021 in Maths and from Dec 2021 in English & Maths.	1 mentor 95% funded so cost to school £1235 1.6 mentors funded by school £32,933.328.	DOL works with Core Subject Leads to manages TLR3 postholders will coordinate within core subjects.	Teachers will monitor progress over the period of tuition (15 weeks). Teachers will also complete a pre and post-tuition assessment.
P6 provided for Y11 after school each day. Sessions at weekend/during holidays at key times of the year.	Closing identified gaps in learning will improve grades.	From Sep 2021	Possible staff payment for weekend/Holiday sessions.	PSH with Subject Leads.	Feedback from students. Screening reports.
Y11 study club provided for students who are not required by their subject teacher, or wish to study until 4.30pm.	Additional focussed revision will improve grades.	From Dec 2021	Overtime for staff supervising. Refreshments.	PSH/MS/ER	Feedback from students. Screening reports.
Enhanced Celebration, competition and rewards. Leader boards displayed. Good or improved ATL, P6 attendance rewarded.	Improved motivation, attendance at P6 and	From Jan 2022	Rewards approx. £2,000	PSH/FHO/RSA	Analysis of ATL grades and attendance at P6.

	independent study will improve grades.				
Trial & roll out use of Century Tech to improve online study at home.	Low stakes testing via software that will adapt to the learning of the student.	From Oct 2021	£3,500 + DSM TLR £870	DSM	Analysis of screening data. Student voice.
Providing students with devices where needed	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.
Homework/Independent work/Summer Work 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 2021 and ongoing	Nil	GC/subject leaders	Analysis of homework completion rates. Screening reports evidence progress.
Word Millionaire competition to raise the profile of reading and increase the volume of reading across KS3.	Number of students with a 0 words count reduced significantly from last academic year – 118 students not yet quizzed in comparison to 323 students last year. Word count set to far exceed last year's total. Word count currently stands at 44,733,251	From Sept 2021 and on going	£500 Literacy budget	ERO	Word count higher – students accessing more reading material than previous years Students will sit Star Reader at the end of term and reading data will be analysed to ascertain improvement

Year 7 Reading Evening to Promote Reading for Pleasure (90 copies of Night Bus Hero novels bought to encourage more parental/child reading at home.)	The aim of the evening to gain parental support with reading for pleasure.	18/11/21	£534 Recovery fund	ERO	Feedback from parents who did attend was extremely positive
Super Star Peer Reading Programme (25 students in Year 7 selected for the programme. Students selected from the reading intervention/on watch list from Star Reading Test. 30 Year 10 students trained over 2 sessions to become reading mentors.)	The aim of the programme is to improve reading ages, reading confidence and to encourage reading for pleasure through peer to peer tutoring and support.	From Sept 2021 ongoing	£200 Literacy budget	ERO	Enthusiasm for reading in all 25 students has increased – all English teachers have commenting on a more engaged approach to reading from these students Reading tests at the end of term will determine if improvements to reading attainment has been achieved
Overlays used to make reading across the curriculum more accessible	Many students have undiagnosed reading needs. The overlays make reading more accessible. Overlays used consistently across the school and the stigma of using them no longer exists.	From Sept ongoing	£809 Funded through a bid	ERO	Most staff using them in their lessons Staff feedback positive Students no longer feel embarrassed using them in lesson
Form Time Reading In Years 7, 8, 9 and 10 students are read to by their form teachers for 40 minutes per week.	All research shows that students' reading skills improve significantly if they are exposed to regular prosody.	From September ongoing	£5000 Funded through bid	ERO	Student survey in year 10 was conducted at the start of the year before reading the book to ascertain attitudes to reading for pleasure – survey will be repeated at the end of the book.

					Form teachers are enjoying the time reading with their forms.
Recruitment of an Early Help Coordinator	Change to social care threshold of need has created a need for school to lead on L2 Early Helps (emerging needs). The pandemic has resulted in many more families with emerging and complex needs. This has affected student attendance and wellbeing.	From September 2021	17,938.78	RRA	Improvement in attendance and behaviour data.
Recruitment of a School Medical Assistant	Increase in school absence (I and O codes), including an increase in single day absences.	From September 2021	8,506.65	RRA	Improvement in student attendance and parental engagement
Appoint and train a Recovery Mentor to provide support to students to improve their behaviour, those at risk of NEET and those in need of emotional support.	Extended periods of time out of school has shown rise in behaviour points and FTE's. Time out of school has led to more students needing support with mental health and guidance with next steps	From September 2021. Six weekly review	22,124.49	BMO	Behaviour and attendance tracked and impact of intervention measured by rise or fall in behaviour points, SPIRIT points and attendance.