



HALEWOOD
ACADEMY

Catch Up Strategy

2020-21

Version Number: 1

Ratified by Local Governing Body: Feb/Mar 2021 G. Tubey

Next Review Due: Feb/Mar 2022

School Link: Miss J Hayden



WADE DEACON
TRUST

Catch Up Strategy 2020 - 21

Overview:

The government has provided 'Catch-Up' funding to schools to ensure that pupils are able to catch up on learning that has been lost due to the COVID-19 pandemic. For 2020-2021 schools will be provided with £80 per pupil on census to be spent as deemed best by the school; schools with the highest proportion of disadvantaged pupils will also be able to access additional support through the National Tutoring Programme. The grant provided will only be available for one year. Working alongside the Wade Deacon Trust we have identified key strategies across the school to support students to catch up quickly.

Academic Year	2020-21	Total Catch Up Funding	£86,060
Additional Income	£45,350 from Pupil Premium	Total Expenditure	£131,410
Total No. on Roll	1076	% of PP students	48% (515)

Curriculum Expectations

The DfE has set out the following to ensure that all pupils – particularly disadvantaged, SEND and vulnerable pupils – are given the catch-up support needed to make substantial progress by the end of the academic year:

- All pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.

- All pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment.

The DfE also asks that schools meet the following key expectations:

- Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content...In particular, schools may consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading.
- Aim to return to the school's normal curriculum in all subjects by summer term 2021.
- Plan on the basis of the educational needs of pupils. Curriculum planning should be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills.
- Develop remote education so that it is integrated into school curriculum planning.

Accountability and Monitoring

It will be the responsibility of the Vice Principal (Curriculum) in conjunction with Assistant Principal for T+L, to produce an evaluation for the Governing Body, to include:

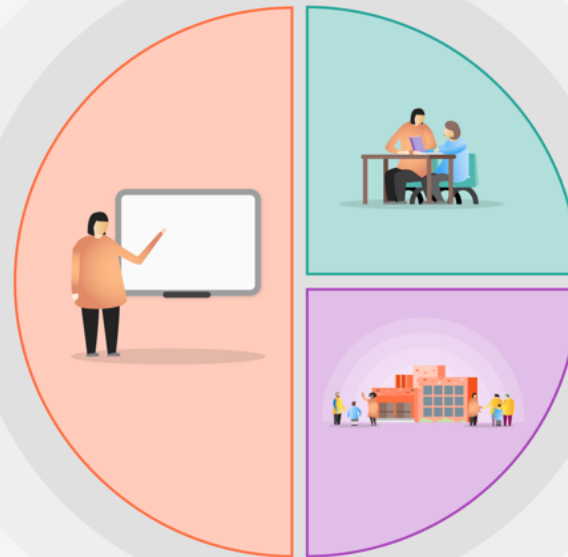
- A detailed breakdown of how the funding has been spent
- The research used to determine the areas for spending
- The impact of the grant for each year group.

A link governor/trustee should be appointed to scrutinise the spending plan. The policy, including the spending plan, should be available on the Academy's website.

1 Teaching

Quality First Teaching for ALL pupils focused on assessment and closure of gaps, rapid acceleration back to levels pre lockdown

- A broad and engaging curriculum that places cultural context, retrieval practice, formative and rich summative assessment as a priority (in school and remotely)
- Support with sustained CPD, ensuring subject specific where necessary
- Support student knowledge through effective use of Knowledge Organisers
- Frequent Green Zones to ensure all students, particularly the disadvantaged, experience success and celebrate acquisition of knowledge
- Evidence informed CPD for teachers and support staff
- Whole school literacy focus with emphasis on extended writing, reading and oracy.
- Regular subject planning and faculty meetings
- QA that actively supports curriculum development



2 Targeted academic support

Additional Support – Home and Remote Learning, Interventions in school

- Technical support – Staff, Students, Parents
- Progress Centre interventions
- Compulsory Breakfast clubs and lesson 6
- Deployment of TAs for targeted support
- RAG meetings / Pupil Progress meetings
- Deployment of cover supervisor within lessons

3 Wider strategies

Catch Up sessions – additional and extra support for pupils where gaps are large, little or no work completed during lockdown. These will need to be after school, possible weekends, possibly additional tutors or resources

- Close link with PP strategy
- Attendance team support
- Pastoral team support
- Saturday Catch Up
- Additional resources
- National Tutoring Programme

Planned Expenditure 2020-21

Desired Outcome – Rebuild and Recover - SDP	Cost	Chosen Action / Approach	Evidence for the choice (EEF Toolkit and School Evidence	Staff Responsible	Review
<p>R1 A clear strategy for Catch Up and National Tutoring Programme funding is established so that students across the school recover quickly and make good progress.</p>	<p>£350 £4,700</p> <p>£600</p>	<p>Stage 1 Quality First Teaching Revised curriculum across the subjects to plug possible gaps in learning due to COVID</p> <p>Computing and subject area curriculum to teach use of Microsoft teams for remote learning</p> <p>Year Group lockdown engagement plan</p> <p>Whole school literacy and numeracy strategy</p> <ul style="list-style-type: none"> • Numeracy Ninjas – KS3 • Literacy Ninjas – Years 8 and 9 • Form time literacy ‘The Day’ – all years • KS3 Reading Strategy • Lexia – Power Up Programme for 60 year 7 (SEND focus) • Reach for the stars programme – Maths Catch Up • Attack Programme (SEND) • Year 8 and 9 Numeracy Catch up 	<p>EEF – COVID 19 Support Pack for Schools + Teaching and Learning Toolkit</p> <p>Teaching and Whole School Strategies</p> <ul style="list-style-type: none"> • Supporting great teaching • Transition Support • Pupil Assessment and feedback (high impact/low cost) <p>Targeted Support</p> <ul style="list-style-type: none"> • 121 small group tuition (moderate impact for moderate cost) • Intervention Programmes • Extended school time <p>Wider Strategies</p> <ul style="list-style-type: none"> • Supporting parents and carers • Saturday Support • Access to technology (digital technology – moderate impact for moderate cost) 	<p>JTH / JHA SLs</p> <p>CHI/SLs</p> <p>JHA / CHI</p> <p>AGB / LPs / ADE</p> <p>ADE SSC</p> <p>SSC</p> <p>AGB / SSC NHI / SSC</p> <p>ADE/NHI</p> <p>GCA ADE</p>	<p>Improvements in the quality of teaching/learning and pupil outcomes.</p> <p>Quality Assurance whole school and faculties</p> <p>Lesson Observations Learning walks Book scrutiny Outcomes compared to historic and in year data.</p> <p>Governors to receive a summary evaluation of the impact on a termly basis.</p> <p>Engagement in lessons ATL and BFL</p> <p>Student Voice</p>

		Staff CPD		JHA	Feedback from external agencies
	£4,800	Stage 2 Research carried out into the most effective online learning platforms for subjects (e.g. Hegarty Maths and Seneca) – From PP Strategy		SLs	Transition feedback
	£2,700	Purchase of visualiser to support remote learning Strategic use of ICT and available devices/internet access		All Staff	
	£20,000	PP champions working in faculties to share good practice to improve performance of students (linked to PP Strategy)		MCT/PP Champs	
	£20,000	Remote Tutoring Programme – year 10 and 11 targeted subject intervention delivered by Halewood staff		JMA	
	£20,000	Stage 3 Tutoring/Academic Mentors (NTP – Connexus) – Remote / in school catch up for KS4 and year 9		NST	
	£20,000	Saturday catch up Year 10/11 (26 Saturdays targeting specific PP cohorts across a variety of subjects) from PP Strategy		JMA/SLs	
	£34,360	Additional teachers to focus on interventions for key target groups in class and as intervention BC/MS/DA		SLs	

		Subject specific support / resources will be identified and implemented in a timely manner.		
	£550	<ul style="list-style-type: none"> • Purchase of a printer to allow Year 11 Photography pupils to catch up on lost learning time – Out of PP Strategy 		RDO
	£1800	<ul style="list-style-type: none"> • Course readers purchased for all pupils to both accelerate the catch up within reading and to safeguard in the event of another lockdown. (Dickens text) 		AGB
	£1450	<ul style="list-style-type: none"> • PG online resources for DT. Allows pupils to access further work to catch up on lost learning and to safeguard in the event of further lockdown. 		NKI
	£100	<ul style="list-style-type: none"> • Support with transport to enable attendance to catch up and revision sessions 		JHA

<p>R2 Quickly re-establish learning culture and ethos so that norms and routines are in place so that students catch up quickly and behaviour, attendance and progress are not unduly affected</p>		<p>Stage 1 APLs support SMSC / PSHE curriculum Safeguarding Interventions and Support Remote assemblies</p> <p>Stage 2 Additional transition for SEND and students with SW ELSA / anger management / well being</p> <p>Stage 3 Counselling</p>	<p>EEF – COVID 19 Support Pack for Schools + Teaching and Learning Toolkit</p> <p>Teaching and Whole School Strategies</p> <ul style="list-style-type: none"> Supporting great teaching Transition Support Pupil Assessment and feedback (high impact/low cost) <p>Targeted Support</p> <ul style="list-style-type: none"> 121 small group tuition (moderate impact for moderate cost) Intervention Programmes Extended school time <p>Wider Strategies</p> <ul style="list-style-type: none"> Supporting parents and carers Saturday Support Access to technology (digital technology – moderate impact for moderate cost) 	<p>DDA / PLs MCT DDA / FCA</p> <p>MCT / JMA</p> <p>GCA / PRY</p> <p>GCA</p> <p>GWA</p>	<p>Engagement in lessons ATL and BFL</p> <p>Student Voice</p> <p>Feedback from external agencies</p> <p>Transition feedback</p>
<p>R3 Establish 'new routines' for the current situation and ensure a strategy for 'remote learning' is in place should a closure occur.</p>		<p>Stage 1 Microsoft Teams training Remote learning plan</p>	<p>EEF – COVID 19 Support Pack for Schools + Teaching and Learning Toolkit</p> <p>Teaching and Whole School Strategies</p> <ul style="list-style-type: none"> Supporting great teaching Transition Support Pupil Assessment and feedback (high impact/low cost) 	<p>CHI JHA / CHI</p>	<p>Access to remote learning</p> <p>Staff and student voice</p> <p>Parental feedback</p>

			<p>Targeted Support</p> <ul style="list-style-type: none"> • 121 small group tuition (moderate impact for moderate cost) • Intervention Programmes • Extended school time <p>Wider Strategies</p> <ul style="list-style-type: none"> • Supporting parents and carers • Saturday Support • Access to technology (digital technology – moderate impact for moderate cost) 		Class Charts
	£125,800				

References

EEF - Coronavirus (COVID19) Support Guide for Schools

EEF – School Planning Guide

EEF – Teaching and Learning Toolkit

National Tutoring Programme

- a [5 to 16 programme](#) that will make high-quality tuition available to 5 to 16-year olds in state-funded primary and secondary schools from the second half of autumn term 2020

Remote Learning Plan – Further Support Available

- Knowledge Organisers

- Microsoft Teams / Streams
- BBC Bitesize
- Oak National Academy
- Hegarty Maths
- Seneca
- Educake
- iAchieve
- Duo Lingo
- Unifrog