

Catch up provision 2020-2021 (Reviewed March 2021)

<p>The catch-up provision is being used to provide:</p> <ul style="list-style-type: none"> • Targeted academic support to close gaps in our students’ learning; and • Wider strategies that prioritise the welfare of our students. 				
Focus of ‘catch up provision’	Cost ‘000	Success criteria	Implementation and QA	Impact Data
Targeted academic support				
<p>Small group intervention Provide small group intervention to help ‘close the gap’ in our students’ knowledge.</p> <p>Subject specific intervention sessions offered by staff subject specialists:</p> <ul style="list-style-type: none"> - Before school program in place for small group, targeted intervention; - Catch up provision sessions provided afterschool every day for all year groups; - Afterschool ‘extra-curricular’ clubs set up so students can access ICT, Art equipment and health faculties; 	<p>Staffing costs</p> <p>7</p>	<p>Students, identified through assessment as requiring additional support, access a range of small group targeted support.</p> <p>As per EEF ‘Evidence consistently shows the positive impact that targeted academic support can have’</p>	<p>Timetabled ‘catch up provision’ lessons for all year groups established with academic and extra-curricular activities offered.</p>	

Catch up provision 2020-2021 (Reviewed March 2021)

The catch-up provision is being used to provide:				
<ul style="list-style-type: none"> • Targeted academic support to close gaps in our students' learning; and • Wider strategies that prioritise the welfare of our students. 				
Focus of 'catch up provision'	Cost '000	Success criteria	Implementation and QA	Impact Data
<ul style="list-style-type: none"> - On-line tutoring for students in years 7-10 - Saturday School for year 10 students - Saturday School for EAL students in years 7-9; and - Additional 10 laptops purchased to support our students. 	12	Raise literacy levels to mitigate, as per the EEF 'the long term negative impact of starting secondary school without secure literacy skills'.	<p>Saturday school provided for those students identified as requiring targeted intervention. Open to years 10 and 11 and our EAL/SEND students in lower years. Students assessed pre and post each session to assess progress. Remote on-line tutoring offered to targeted students in years 7-10 to support 'closing the gap' in their learning.</p>	Pre and post session assessments marked to assess impact
<p>Academic Tutoring Provide the expertise of external companies to provide small group tutoring</p> <ul style="list-style-type: none"> - Tutor Trust - Brilliant Club 	17	Students, identified through assessment as requiring additional support, access a range of small group targeted support.	<p>Timetabled 'catch up provision' lessons for all groups established outside of school hours. All external parties guided by teacher input.</p> <p>Coordinator will monitor progress through the tracking of academic assessment data.</p>	Impact report available after 15week block completed.

Catch up provision 2020-2021 (Reviewed March 2021)

<p>The catch-up provision is being used to provide:</p> <ul style="list-style-type: none"> • Targeted academic support to close gaps in our students' learning; and • Wider strategies that prioritise the welfare of our students. 				
Focus of 'catch up provision'	Cost '000	Success criteria	Implementation and QA	Impact Data
		As per EEF 'Evidence consistently shows the positive impact that targeted academic support can have'		
<p>Additional Peri music service Raise the number of peri hours so our year 7 students can access specialist music tuition.</p>	2	As per EEF 'Pupil's access to technology has been an important factor in how they can learn from home'. By providing musical instruments in school we wish to promote the love of 'music'.	QA attendance at the samba band practice sessions. Video performances for evidence of progress.	45 year 7 students signed up for Samba

Catch up provision 2020-2021 (Reviewed March 2021)

The catch-up provision is being used to provide:				
<ul style="list-style-type: none"> • Targeted academic support to close gaps in our students' learning; and • Wider strategies that prioritise the welfare of our students. 				
Focus of 'catch up provision'	Cost '000	Success criteria	Implementation and QA	Impact Data
EAL specialist Provision of an EAL specialist to support our EAL students to 'close the gap' in their learning when <ul style="list-style-type: none"> - in the classroom; - pre and post school; and - in Saturday school. 	10	As per EEF 'Evidence consistently shows the positive impact that targeted academic support can have'	Additional small group intervention sessions to support our INA and EAL students. Coordinator will monitor progress through the tracking of academic assessment data.	
Literacy Improve literacy levels by the: <ul style="list-style-type: none"> - provision of a Lexia package to support our literacy programme; and - purchase of books to ensure every child can access reading - age specific material. - Purchased 20 ipads to support Lexia roll-out 	9	Raise literacy levels to mitigate the extensive research that shows the 'long – term negative impact of beginning secondary school without secure literacy skills' (EEF).	Bi-annual assessment of reading ages will be used to assess the impact.	53 key worker students advanced an average of one reading year in the 3 month period Jan-March 2021
Assessment	3	Rigorous assessment	Every faculty has a whole school tracker.	

Catch up provision 2020-2021 (Reviewed March 2021)

The catch-up provision is being used to provide:				
<ul style="list-style-type: none"> • Targeted academic support to close gaps in our students' learning; and • Wider strategies that prioritise the welfare of our students. 				
Focus of 'catch up provision'	Cost '000	Success criteria	Implementation and QA	Impact Data
Students are assessed at critical points to ensure we identify 'gaps in their knowledge' and effectively 'close the gaps' in their learning.	Repro /QA time	programme is in place, as per EEF 'High – quality assessment is essential to great teaching, helping us understand what pupils have (or have not learned)'.	<p>System of assessment in place (cumulative).</p> <p>QLA logged per half term assessment.</p> <p>Pop in cycle addresses the issue of 'closing the gaps' in learning identified from the assessment cycle.</p> <p>Catch up provision established with a clear assessment plan in place. Saturday School attendees are assessed, pre and post sessions, to measure progress.</p>	
Wider Strategies				
<p>Supporting pupils' social, emotional and behavioural needs.</p> <p>Ensure the mental health and welfare of our students is maintained:</p>	6	Student voice resonates the support received. As per the EEF 'attention on supporting pupils' social, emotional	<p>Students enjoy their education and feel 'safe'.</p> <p>All students spend an extended time in form, where the full reset of expectations and standards is shared.</p>	<p>Daily calls made throughout lockdown</p> <p>92 students brought into school to support mental health</p>

Catch up provision 2020-2021 (Reviewed March 2021)

<p>The catch-up provision is being used to provide:</p> <ul style="list-style-type: none"> • Targeted academic support to close gaps in our students' learning; and • Wider strategies that prioritise the welfare of our students. 				
Focus of 'catch up provision'	Cost '000	Success criteria	Implementation and QA	Impact Data
<ul style="list-style-type: none"> - 'Aiding Minds' survey completed for all our students with follow up from our qualified CaMHs officer; and - extended form time and transition programme established to address SEL needs. 		and behavioural needs, is likely to prove an effective strategy'.	<p>Conduct a whole school survey (Aiding minds) to identify mental health issues and assess the impact of the provisions put in place.</p> <p>Deliver extensive mental health material and revisit the SEL curriculum, both within form time and dedicated PSHE lessons.</p>	26% students identified as needing additional support – each given a tailored approach
<p>Communication and support for our parents is provided. Ensure our community is fully informed through the development of a clear plan of communication, with consideration for our EAL community.</p>	<p>3 Licence cost.</p>	All parents communicated with on a timely basis.	<p>Rollout of SchoolComms App</p> <ul style="list-style-type: none"> - enable all communications to be delivered directly to our parents' phones, using simple clear terminology. - Communication of the extra-curricular and catch up provision, Saturday school and other interventions are all shared with parents to encourage parental support. - Continue to communicate via the website and texts / letters where required but 	96% students signed up. All communications now run through the school gateway app.

Catch up provision 2020-2021 (Reviewed March 2021)

<p>The catch-up provision is being used to provide:</p> <ul style="list-style-type: none"> • Targeted academic support to close gaps in our students' learning; and • Wider strategies that prioritise the welfare of our students. 				
Focus of 'catch up provision'	Cost '000	Success criteria	Implementation and QA	Impact Data
Roll out SchoolCommsApp to be used as the single platform for parental communication.			<p>measure the impact of SchoolCommsApp as a single portal for communication.</p> <p>Conduct a parental survey to understand where we can improve our communication.</p>	
<p>Provision of basics;</p> <p>Stationary</p> <p>Calculators</p> <p>Specific guides</p>	<p>5</p> <p>6</p> <p>1</p>		<p>Buses sent out with food and stationary packages</p> <p>Students given access to a calculator each and texts specific to their learning</p>	650 food packages delivered