



COVID 19 catch-up strategy 2020-21

Funding allocated = £48,640			
Catch-Up strategies:	ACTION	INTENDED OUTCOME	COST
ENGLISH TARGETED INTERVENTION	A specialist teacher to deliver an English catch-up programme to identified students following a series of baseline testing in English lessons.	Improved knowledge, understanding and application in areas identified as weak.	£17,326
INTRODUCTION OF REVISIT AND EXTENDED OPPORTUNITIES LESSONS	Weekly enrichment period suspended and replaced with Revisit lessons. Revisit lessons focused on English, maths and science and delivered to KS3 students via MS Teams. These then became extended opportunities lessons.	Improved learning recovery of key topics within core subjects	Nil
ENGAGE WITH THE NATIONAL TUTORING PROGRAMME AND OFFER SMALL GROUP SUPPORT TO IDENTIFIED STUDENTS WITH A FOCUS ON ENGLISH, MATHS AND SCIENCE	Identify students who need catch up support in English, maths or science. Deliver bespoke catch up sessions focused on areas which have been identified through gap analysis. 15 hours of twilight tuition delivered for 80 identified pupils by specialist Huntcliff teachers using MS Teams.	Improved learning recovery of key topics within core subjects	£4,400
IMPROVED STAFF KNOWLEDGE AND PRACTICE	Provide all staff with access to quality CPD opportunities through the National College. Staff to use the outcomes of CPD as a means of further improving their pedagogical practice.	Improved classroom practice leading to improved student outcomes	£1,494

PROVISION OF IDENTIFIED AND TARGETED SUPPORT TO STUDENTS WHO ARE IN NEED OF MENTAL HEALTH SUPPORT	Purchase additional hours of counselling services to enable delivery of enhanced support programme to students in need.	Improved mental health and well-being of students who are suffering from the effects of lockdown	£10,360
PROVISION OF AN ENHANCED REMOTE PLATFORM TO SUPPORT MORE EFFECTIVE USE OF REMOTE LEARNING AS PART OF THE SCHOOL'S BLENDED LEARNING STRATEGY	Provide staff CPD on the use of MS Teams enhanced functionality. Provide additional hardware to allow for the effective delivery of blended learning provision. Use MS Teams to provide remote learning to students who are self-isolating and during lockdown periods. Use MS Teams to enhance home learning opportunities	Teachers more confident in the use of remote learning. Increased range of online learning activities in use. Maintained continuity of learning for students. Improved participation and achievement in home learning activities.	£5,036
ENSURE UNIVERSAL ACCESS TO TECHNOLOGY TO ALLOW ALL STUDENTS TO BE ABLE TO ACCESS REMOTE LEARNING	Supplement government laptop scheme through the purchase and distribution of additional laptops.	All identified students in need of laptop support can access remote learning through a suitable device.	£5,700
PROVISION OF ADDITIONAL ENGLISH CATCH UP	Provide identified resources to support English catch up activities	Improved progress and engagement of students in English who have been targeted for additional support.	£1,310
PROVISION OF ADDITIONAL TARGETED SUPPORT FOR IDENTIFIED SEND STUDENTS	Provide identified resources to support SEND catch up activities	Improved reading and comprehension ability and confidence for targeted SEND students	£357
PROMOTE STUDENT AWARENESS AND CONFIDENCE IN POST-16 OPPORTUNITIES	Arrange virtual sessions led by local FE colleges for all Year 11 students (at times when visits were not possible).	Students have greater understanding of course availability and suitability on offer at local FE colleges. 100% of students have completed and submitted college applications.	£1,440
IN THE ABSENCE OF KS2 PRIOR ATTAINMENT DATA PROVIDE OPPORTUNITY FOR YEAR 7 STUDENT PROFILE TESTING	Purchase and administer CAT4D testing to all Year 7 students. Use the outcomes of CAT tests in conjunction with FFT projections to set targets and group students by ability.	Ability profiles of all Year 7 students completed and students placed in appropriate sets	£1,117
Total			£48,640



Catch-up strategy 2021-22

What we are doing	Why we are doing it	Expected impact	Cost calculations
We provide well-being lessons.	To support enrichment and the mental health of our pupils.	To support the mental health and well-being of our pupils after so much disruption to their education and lives.	Cost based upon the average wage of two teachers who deliver seven hours of well-being each week.
English and maths intervention sessions are timetabled for identified Year 11 pupils during core PE lessons (3 English sessions, 2 maths sessions)	To identify and address and learning gaps in English and maths for pupils estimated to perform under target.	Enhanced English and maths outcomes for our pupils. Internal tracking will show that all cohorts challenge and begin to exceed FFT20 targets.	Calculated based upon five teacher-hours a week.
English and maths intervention sessions are timetabled for identified Year 11 pupils during four form times per week (two teachers from each subject, four times a week).	To identify and address and learning gaps in English and maths for pupils estimated to perform under target.	Enhanced English and maths outcomes for our pupils. Internal tracking will show that all cohorts challenge and begin to exceed FFT20 targets.	Calculated based upon 16 20-minute form time sessions per week that are delivered by specialist English and maths teachers.
There are intervention sessions to identified KS3 pupils (80 or less average from CATs tests).	To fill any learning gaps that have appeared relating to numeracy and literacy. To ensure all pupils in the mainstream curriculum are 'secondary-ready.'	Increased reading age and scaled score, so identified pupils have better access to all lessons and home learning.	Calculated on the extra teaching allocation (part-time to full time) of a primary-key stage three specialist teacher.
We have purchased and use a numeracy / maths testing package.	To fill any learning gaps that have appeared relating to numeracy.	The vast majority of pupils' numeracy skills are at expected standard by October half term.	£300

<p>All subjects have undertaken a curriculum review and re-design.</p>	<p>To ensure that KS2 gaps are filled at the start of KS3 and that the spiral model ensures that key learning and vocabulary is revisited and reinforced an appropriate number of times on the learning journey from Year 7 to the end of Year 11. Curriculum provision is reviewed and adapted as appropriate as part of the 'let's talk about Year ...' CPD events that are in the school calendar.</p>	<p>Internal tracking will show that all cohorts challenge and begin to exceed FFT20 targets.</p>	<p>No costs.</p>
<p>English and maths KS2 have a gap filling unit of work (half term one in Year 7). KS2 gaps are identified using KS2 test papers. Bespoke roadmaps are then created to fill gaps, with KS2 progress testing scheduled prior to October half term.</p>	<p>To identify and fill any KS2 learning gaps to enable progress to occur throughout key stages three and four.</p>	<p>Internal English and maths data will challenge and begin to exceed FFT20 targets.</p>	<p>No costs.</p>
<p>Ebacc subjects complete a KS2 gaps filling unit of work (half term one in Year 7). Pupils are baseline tested in relation to KS2 expectation. KS2 gaps are identified. Bespoke roadmaps are then created to fill gaps, with KS2 progress testing scheduled prior to October half term. Examples;</p>	<p>To identify and fill any KS2 learning gaps to enable progress to occur throughout key stages three and four.</p>	<p>Internal Ebacc subject data will challenge and begin to exceed FFT20 targets.</p>	<p>No costs.</p>

geography passport, history roadmap, MFL pupil survey.			
There are literacy, reading and numeracy form time activities every week for all years (via vertical form groups).	To further develop the literacy, numeracy and reading skills of our learners, as these are the building blocks for success.	This is reflected in the form time schedule for all houses. Internal English and maths data will challenge and begin to exceed FFT20 targets.	Calculated based upon 3 20-minute form time sessions per week that are delivered by form tutors. 66% of the cost is taken from this allocation. The remaining 34% is taken from the PP allocation as approximately 34% of our pupils are eligible for the pupil premium.
We have a 'book and breakfast' club for Y7 & 8 PP pupils with low literacy and reading levels.	To develop literacy and reading skills for identified pupils at risk of underperformance.	Increased reading ages for the identified pupils so they have better access to all lessons and home learning.	The costs for this have been taken from the PP funding.
'Drop everything and read' (DEAR) events half termly.	To further develop the reading skills of our learners. To model reading and develop a love for reading.	Increased reading ages for the identified pupils so they have better access to all lessons and home learning.	No costs.
CAT4 testing of Year 7 pupils.	To ascertain accurate retrospective KS2 scaled scores to facilitate effective setting and streaming of pupils to maximise the chances of academic success. To enable us to set aspirational yet achievable target grades for our learners and target scores for our cohorts.	Pupils are set aspirational yet achievable target grades. Pupils are correctly grouped to maximise their performance through school.	66% of the cost is taken from this allocation. The remaining 34% is taken from the PP allocation as approximately 34% of our pupils are eligible for the pupil premium.
SMIDS data tracking system.	To identify gaps and underperformance across all subject areas and to signpost the need for rapid and effective	Teachers are able to identify and address quickly all areas of underachievement or potential underachievement.	66% of the cost is taken from this allocation. The remaining 34% is taken from the PP allocation as approximately 34%

	intervention and the raising of achievement.		of our pupils are eligible for the pupil premium.
Design and implementation of new learning expectations.	These will allow students the opportunity to maximise their learning experience through the implementation of clear, measurable expectations.	Enhanced and more consistent teaching and learning and classroom management. Improved pupil engagement and progress.	No costs.