

## Catch Up Funding Strategy Statement 2020-21

<b>School</b>	St Marks Academy	<b>School Strategy Leader</b>	Jennie Khan
<b>No. of Eligible Pupils<sup>1</sup></b>	645	<b>Estimated Total Allocation<sup>2</sup></b>	£56,680

### 1 Teaching

#### Supporting Great Teaching

- High Quality CPD for all staff, with a weekly programme linked to school priorities and line management foci.
- Teacher development tracked using PASPro to monitor pedagogy, share best practice and support where areas of concern arise
- Middle leadership focus on Curriculum planning and responding to engagement data from lockdown
- Additional Breakfast CPD for BT, NQT and NQT+1

#### Pupil Assessment & Feedback

- Blended Learning Approach including regular exit ticket quizzes testing to identify gaps and measure progress.
- Low stakes testing used in lessons to constantly monitor student progress
- GL progress tests for core subjects to monitor progress of students and explore where intervention might be needed.
- Revision Guides and study resources purchased for Year 11.

#### Transition support

- Summer School held in August 2019 for vulnerable students
- Virtual transition portal including taster lessons created for Year 6 into Year 7
- CATS/Reading/Spelling tests used in first 2 weeks to gather data to support effective teaching and intervention



### 2 Targeted academic support

- **One to one and small group tuition**
- Have been approved for Catch-Up Academic Mentor programme in Maths/Humanities
- Applied for more information on National Tutoring Programme; application made to the 16-19 Fund
- **Intervention programmes**
- Continued focus on Catch-up for those not making expected progress in English/Maths (see Year 7 Catch up Strategy). Numeracy Co-ordinator advertised.
- HA Co-Ordinator role to support those HA students impact by school closure
- Attendance intervention support for all year groups including EWO/Family Liaison
- SEND intervention to support engagement/progress
- **Extended school time**
- Year 11 sole use of library from 3.30 to 5.00pm for study support

### 3 Wider strategies

#### Supporting Parents & Carers

- Exploring use of online parents evening systems to ensure effective dialogue on student progress
- Letters sent home to all parents with guidance on how to support with reading and key booklists

#### Access to Technology

- Year 7 laptop pilot in Summer 2020 to be reviewed by AEL
- Software being explored to support with KS4 Home Learning e.g Focus on Sound
- Review of Access to ICT Survey and provision of laptops etc

#### Summer Support

- Summer School held in August 2019 for vulnerable students

<sup>1</sup> Eligible Pupils include Year Reception – Year 11

<sup>2</sup> Allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11

Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on curriculum expectations for the next academic year. Schools have the flexibility to spend their funding in the best way for their cohort and circumstances and should prioritise support for pupils according to their need.

## 1. Teaching

	Identified Pupil Group	Pupil need/s	How were pupil need/s identified?	Chosen action / approach	Evidence and rationale for this choice	Expenditure	Desired Outcome and how/when it will be measured	Staff Lead
A	All students	Quality First Teaching	All students	High quality CPD focusing on approach to Blended Learning.  Additional Breakfast CPD for new staff to support with T&L and approach to teaching remotely	Ensuring that students who are impacted by Covid have the most consistent support possible from their teachers who are expert in their subjects: <b>EEF Covid Lessons - Teaching quality is more important than how lessons are delivered</b>	CPD Time.  Department time for Blending Learning and Curriculum adaptations	<ul style="list-style-type: none"> <li>• Audits of Microsoft TEAMS to ensure that work is set consistently and is of a high quality</li> <li>• Engagement Data captured and analysed on students use of TEAMS</li> <li>• Department reviews</li> </ul>	JKH with RSE/KWA
B	All students	Quality First Teaching	All students	Use of Powerful Action Coaching Model and PAS Pro to track impact of coaching	Ensuring that teachers have frequent support and coaching to develop their pedagogy and practice so that they are able to adapt to new teaching situations and develop skills to support students who are working remotely. <b>EEF Covid Lessons - Teaching quality is more important than how lessons are delivered</b>	Coaching Time on Staff Timetables  CPD Time	<ul style="list-style-type: none"> <li>• Tracking of trends on PAS Pro</li> <li>• Department Deep Dives</li> <li>• Triangulate information regarding T&amp;L with pupil data and assessment feedback.</li> </ul>	JKH with RSE/EHA
C	All students	Quality First Teaching: Creation of a systematic approach to student learning and gaps in knowledge using low stakes testing and quizzing	All students	CPD for staff and students to embed exit ticket quizzes and low stakes testing approach for homework to address gaps in student knowledge and support learning over time.	Ensuring that teachers are constantly addressing and responding to gaps in knowledge cause by Covid-19 School closures.  CPD and auditing to ensure the quality of quizzes and approach to homework is consistent across the school. <b>EEF +8 months impact for effective feedback strategies</b>	Time for students in ICT to have training in TEAMS  TEAMS resources launch/resources for parents.  CPD Time	<ul style="list-style-type: none"> <li>• Audits of Microsoft TEAMS to ensure that quizzes are effective</li> <li>• Engagement Data captured and analysed on students use of TEAMS and rates of completion of homework.</li> <li>• Time for Coaches/Progress Leaders to support students who do not have access to ICT.</li> </ul>	JKH with RSE/KWA
D	Year 11 Cohort	Support to access revision guides and materials and study skills	All Year 11 students	Purchasing of key revision guides/materials/online resources for every student in every subject that required them. Study skills sessions during coaching time	Ensuring that Year 11 have access to high quality resources at home and in school so that they can revise and cover work that was taught remotely during school closures. Study skills sessions support with using resources effectively. <b>EEF +7 months for metacognition and self-regulation</b>	Cost of revision materials approx. £4000  Training for Year 11 coaches to run study skills	<ul style="list-style-type: none"> <li>• Mock Exam Data</li> <li>• Focus group feedback and surveys with Year 11</li> </ul>	JKH - HODs

C	KS3 Students	Core Subject Support	All Year 8/9 students	Purchase and use of GL Assessments in English, Maths and Science to explore gaps in learning and possible groups for targeted interventions	Heads of Core will be able to explore and target intervention for those students in Year 8 – 9 that are most in need to of intervention and require catch up <b>EEF +8 months impact for effective feedback strategies</b>	Purchase of GL Assessment Package approx. £20 per pupil  Cost of intervention support when programme is defined.	<ul style="list-style-type: none"> <li>Progress data shows improvement in core subject progress for identified students.</li> <li>Learning Walks and observations to explore quality of tutoring programme.</li> </ul>	JKH with EHA, Heads of Core
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## 2. Targeted Academic Support

	Identified Pupil Group	Pupil need/s	How were need/s identified?	Chosen action / approach	Evidence and rationale for this choice	Expenditure	Desired Outcome and how/when it will be measured	Staff Lead
A	Year 7 – requiring KS2 catch up in English	Close gaps from Year 6 due to COVID lockdown.	CAT scores, Reading & Spelling GL assessments.	Small group literacy intervention delivered through SEN and English depending on level of need.	Interventions are targeted dependent on level of student need. All students are assessed using GL assessment and then grouped into different intervention groups. <ul style="list-style-type: none"> <li>NLT's 'Skills Academy' programme for Year 7 who have low reading/spelling ages but do not need SEND support</li> </ul> <b>EEF +6 months impact for Reading comprehension strategies</b>	Purchase of GL Assessment Package approx. £20 per pupil  Cost of NLT programme and resources – approx. £300	<ul style="list-style-type: none"> <li>Improved Reading age scores.</li> <li>Re-Tests throughout the year and year end.</li> <li>Progress in English assessments noted in comparison to those not receiving catch up – gaps closed</li> </ul>	AEL MKH
B	Year 7 – requiring KS2 catch up in Maths	Close gaps from Year 6 due to COVID lockdown.	CAT scores, Internal Maths Assessment data, GL Assessments.	Small group numeracy intervention delivered through the Maths team, numeracy co-ordinator and external tutors  Creation of numeracy across the curriculum role	Importance of small targeted interventions focusing on gaps in numeracy skills.  Importance of creating a role to oversee catch up and intervention groups who can use latest research/approaches to support students to make progress and support tutors with accessing the correct materials etc <b>EEF +5 months impact for collaborative learning and one-to-one tuition</b>	Purchase of GL Assessment Package approx. £20 per pupil  Cost of intervention resources/tutoring  Numeracy Coordinator TLR approx. £2, 500	<ul style="list-style-type: none"> <li>Improved numeracy skills</li> <li>Progress in Maths assessments noted in comparison to those not receiving catch up – gaps closed</li> <li>Effective programmes in place across the department to target intervention.</li> </ul>	KWA JST
C	Prior HA Students	Ensure that lost teaching time due to school closures does not impact on the progress/opportunities for HA students	CAT Scores, KS2 SATS  Engagement data from Lockdown	Appointment of High Attaining Student Coordinator to oversee approach to supporting and stretching students. Targeted intervention dependant on Subject need	Targeted approach through data analysis and department action plans will ensure that HA students have effective interventions that support their progress HA coordinator will focus on both academic and enrichment opportunities to ensure student progress.	HA Coordinator TLR approx. £2,500 Cost of staffing intervention/support programmes Scholars Programme.	<ul style="list-style-type: none"> <li>Exploration of progress data and completion of quizzes for HA students</li> </ul>	JKH DGY

D	Year 11/10 Disadvantaged Students	Ensure that teaching time and lack of engagement in over lockdown does not impact on pupil progress	Data from department tracking Summer engagement data	Targeted after-school and half-term intervention sessions aimed at disadvantaged students who require catch up.	Students will be supported best by the teachers that know them. Focus on targeted small group intervention based on the trends from on-going tracking and subject action plans. <b>EEF +5 months impact for collaborative learning</b>	Cost of opening premises to run catch up sessions. Staffing costs to run sessions. Potential tutoring costs dependent on need.	<ul style="list-style-type: none"> <li>Analysis of progress data</li> <li>Ongoing tracking of interventions and the impact on student attainment.</li> </ul>	JKH with EHA & HODs
D	Year 11 Disadvantaged Students	Ensure that teaching time and lack of engagement in over lockdown does not impact on pupil progress	Data from department tracking Summer engagement data	Extended study space in the library exclusively for Year 11 students with supervised support	Students who require supervised study will have access to the library to study and access catch up resources, complete homework. <b>EEF +5 months impact for access to homework</b>	Staffing costs to run sessions. Reward vouchers to incentivise student attendance	<ul style="list-style-type: none"> <li>Weekly tracking of attendance with focus on attendance of disadvantaged students</li> <li>Tracking of mock data triangulated with attendance at intervention</li> </ul>	JKH MTM MTA
E	KS3 Students requiring core subject support	Ensure that gaps caused by school closure are addressed	Dara from subject tracking, summer engagement data, GL Assessment Data	Targeted after-school sessions aimed at KS3 disadvantaged students who require catch up in core subjects	Use of NTP tuition partners to deliver intervention for targeted students to support with closing gaps. <b>EEF +5 months impact for one to one tuition</b>	Cost of tuition through NTP Cost of GL assessment package	<ul style="list-style-type: none"> <li>Analysis of progress data</li> <li>Ongoing tracking of interventions and the impact on student attainment.</li> </ul>	JKH with EHA & HODs
F	Students who are Persistent Absentees or Struggling to attend school	To increase attendance so they are able to access learning	SOL attendance tracker/SIMS Data	Use of EWO and family liaison to support students with absence issues. Pastoral support	Higher the attendance at school directly links to improved progress.	EWO/Attendance Officer Time.	<ul style="list-style-type: none"> <li>Analysis of attendance data including the rate of PA.</li> </ul>	JKH with LHA MPA DDR

### 3. Wider Strategies

	Identified Pupil Group	Pupil need/s	How were pupil need/s identified?	Chosen action / approach	Evidence and rationale for this choice	Expenditure	Desired Outcome and how/when it will be measured	Staff Lead
A	Students without access to ICT	Access to digital technology for home learning – Local Lockdowns.	Access to ICT Survey	Provide access and support/training for students (including laptop, Kindle, 4G internet etc as needed)	Importance of ensuring that students are able to access technology so that they can completed blending learning tasks and stay up to date with their peers in the event of Tier 2 Education Lockdown or Local/Bubble Lockdown – self isolating. <b>Access to technology – EEF: +4 months</b> <b>Enable remote access to homework – EEF: +5 months</b>	Cost of ICT equipment: Approx. £300 per student	<ul style="list-style-type: none"> <li>Data from TEAMS and access to ICT Surveys show students have access to appropriate technology to access TEAMS and other required online resources to complete blended learning.</li> <li>Improvement in engagement data compared to Summer</li> </ul>	JKH with RSE EHA

B	Students requiring homework support	Access to ICT facilities and support with TEAMS	Teacher feedback and Access to ICT surveys	Provision of staffed spaces after school to allow students to access ICT and complete quizzes with support	Importance of students given support to engage with homework and practice using TEA <b>EEF +5 months impact for access to homework</b>	Staffing Costs for sessions for each year group	<ul style="list-style-type: none"> <li>• Monitoring on TEAMS homework completion for students</li> <li>• Ongoing register of attendance</li> </ul>	JKH with LHA MKH
C	All Students Year 7 – Year 11	Literacy development and wider reading	All students, Coaches to identify students needing additional support	Big Read Project during coaching time for all students with each year group being provided with a novel to read and complete activities during coaching time.	To build all students confidence and literacy skills through shared group reading and comprehension tasks  Letters sent home to support parents with accessing reading resources. Specific letters for students with low reading ages. <b>EEF +6 months impact for Reading comprehension strategies</b>	Costs of texts for all year groups: Approx. £2500  Staff CPD to deliver Big Read  Cost of GL Reading Assessments for KS4 groups	<ul style="list-style-type: none"> <li>• PASPro learning walks show effective use of coaching sessions for Big Read</li> <li>• Student Voice</li> <li>• Reading Age testing.</li> </ul>	SFO AEL
D	Disadvantaged students	Supporting parents and carers	Student groups, IT survey.	Virtual parent TEAMS Meetings to offer support and guidance.	To offer parents IT training support to help students with home learning.	Staff Time.	<ul style="list-style-type: none"> <li>• Parents can identify how to help and support siblings with additional resources and help.</li> </ul>	HOY KWA