COVID-19 RECOVERY Strategy (catch-up premium)

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	1032 (991 census data for funding)	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£79, 250		

STRATEGY STATEMENT
Our priorities are those as outlined in our whole school Improvement Plan: 1. Safe, Healthy and Included: ensuring all young people and their families are connected to school, cared for and trust our approach to managing COVID 2. Achieving: through consistent, excellent leaning and teaching and curriculum all pupils can achieve 3. Leading: leaders live out the new mission statement and values to ensure that the community remains strong, supported and that young people and staff can flourish Our Recovery Programme is informed by the following principles: 1.   Emotional Security and induction 2.   No fuss: messaging that this is possible and achievable 3.   Strategy not comfort 4.   Identify and pre-empt issues from FT feedback (clarify lack of access) 5.   Filter: whole class gaps; groups of pupils with gaps; pupils who may not catch-up 6.   No tests - low stakes, retrieval, quizzing, classroom level 7.   Intensive and time-limited 8.   Role of SENDCO and department 9.   Avoid extraction 10.   Use of KOs and Endeavour Books 11.   Target specific gaps 12.   Celebrate successes 13.   Practice, practice, practice 14.   Re-integration

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers	
A	Progress and attainment of boys, SEND and DPs: barriers of pedagogy, access to the curriculum and appropriate, targeted support
B	Low levels of literacy, particularly in reading
C	Lack of independence in learning, exacerbated by lockdown and isolation

ADDITIONAL BARRIERS	
External barriers	
D	Historic patterns of low attendance/ PA of vulnerable cohorts, exacerbated by lockdown and COVID fears
E	Low aspirations amongst some pupils, particularly boys
F	Wellbeing, safeguarding and SEMH issues amongst pupils and families that may have been exacerbated by lockdown

Planned expenditure for current academic year

A. Safe, Healthy, Included						
Intervention/ Initiative	**Intended outcome and success criteria**	**Evidence Base**	**Implementation Strategy (Key Actions)**	**Staff lead**	**Cost (£)**	**Review/ KPIs**
1. Programme of solutions-focused coaching (Barriers A, C, D & F)	Maximise time in school for all pupils, especially the most disadvantaged and vulnerable, through reducing exclusions and providing pupils with the resources to cope. • Reduced FTE & 0 PEx • Improved attendance of key pupils and vulnerable groups • Attainment and progress of targeted pupils • Pupil, parent & staff voice	https://www.researchgate.net/publication/276410893_Solution-focused_Brief_Therapy_in_Schools_A_360-degree_View_of_Research_and_Practice https://repository.uel.ac.uk/download/56cd41c554dce21f484f52eae5b816b530717016ab19970c9aef667b34477d7f/107509/Educational%20Psychology%20Research%20and%20Practice%202019%205%201%20Simmonds.pdf https://dera.ioe.ac.uk/2382/1/pri_ba_cpd_focus_sol173305.pdf https://www.thesolutionsfocusedcoach.com/about/	Identify pupils for coaching Pair with coach Establish connection with family Diarise meetings Supervision for staff Liaison with HoH/ Pastoral leads 5 meeting VULCAN model implemented Check-in and KIT with lead SLT by staff Capture progress in Google Drive Review attendance and other pupil level data Disengage from programme or continue - review meetings Build additional capacity through training of TA team - apply to SEND practice	RTD	2,500	Half-termly review: Attendance On call Behaviour FTE data Progress data Pupil voice Staff and parent/ carer voice as appropriate

2. Appoint additional, temporary Pastoral Support officer to increase team capacity (Barrier F)	Support parents and carers and families to secure strong attendance and establish relationships that enhance learning. Ensure all houses have dedicated manager.	https://www.napce.org.uk/tag/pastoral-care/ https://www.thersa.org/projects/pinball-kids	Restructure pastoral team to 3 (from 2) Temporary appt of additional staff Clarify remit Provide support & development Allocate to house	RMT	1750	Termly Parent and carer feedback Attendance and behaviour data of houses
3. Increase capacity for co-ordination and leadership of EHAs & SEMH strategy (Barrier D & F)	Addressing SEMH and vulnerabilities of identified pupils so that impact of lockdowns, isolation and family situations exacerbated by these are mitigated. Reduced exclusion, improved attendance, improved engagement with learning	https://www.babcockldp.co.uk/babcock_l_d_p/Educational-Psychology/Downloads/Resources/SEMH-Toolkit-of-Evidence-Based-Interventions-to-Promote-the-Inclusion-of-CYP-with-SEMH-needs-contents.pdf https://learning.nspcc.org.uk/safeguarding-child-protection/early-help-early-intervention	Rationalise leadership of EHAs Continue role of EHA lead Ensure all pupils who require EHA are allocated Clarify role of HOH/HOY Use of SWEMWEBS survey and ongoing surveys to identify additional support Additional small group mentoring once per week to maintain vertical tutoring model Review impact of EHAs on pupils' experience Identify key pupils for counselling support Monitor impact of counselling Establish whole school SEMH leadership (NPQSL project) Finalise and implement PoN: calibration, training & awareness, monitor usage by staff	HJM/ARS/ KWP (to MCD)	6500	Half-termly: Progress of EHAs Improvements by pupils via data Progress and attendance of pupils receiving counselling Completion of PoN and roll-out

Intervention/ Initiative	Intended outcome and success criteria	Evidence Base	Implementation Strategy (Key Actions)	Staff lead	Cost	Review
4. Additional training for key staff on attendance issues (Barrier A & D)	Address EBSA attendance issues that have been exacerbated by lockdown - secure improved attendance for identified pupils and cohorts esp. Y9 & 11.	https://www.youtube.com/watch?v=L5LDmj_f9js&t=1005s https://www.salford.gov.uk/people-communities-and-local-information/coronavirus/children-young-people-and-families/schools/attending-school/emotionally-based-school-avoidance/	Staff training complete Key pupils identified Removal of barriers to attendance (including uniform costs and trainer expectation) Support resources allocated Attendance of key pupils monitored and addressed Home visits risk assessed and undertaken Regular meetings and actions from HoH/HoY and pastoral team Review	RMT	1200	Half-termly: Improvements in attendance in individuals and across school Reduction in PAs in identified pupils and groups
5. Parental Communication and engagement strategy (All barriers)	Ensure daily communication with parents underpins the whole school strategy and secures parental understanding and support particularly with online learning, attendance at information events and parent council. Builds trust in approach to managing COVID and supports attendance.	https://educationendowmentfoundation.org.uk/tools/guidance-reports/working-with-parents-to-support-childrens-learning/ https://www.thersa.org/projects/pinball-kids	Maintain daily letters Website and social media updates and celebrations Invest in additional SIMS capacity for text and email Ensure focus on Y11 where appropriate Use of parent and carer surveys to gauge impact Liaison with PC	BDH	800	Termly: Parent/ Carer voice and PC feedback Stats on readership where available
			Total budgeted cost:		12750	

B. Achieving

Intervention/ Initiative	Intended outcome and success criteria	Evidence Base	Implementation Strategy (Key Actions)	Staff lead	Cost	Review

1. Maximise Year 11 outcomes and ensure all pupils follow an appropriate curriculum (Barrier A)	Year 11 especially (also applies to Y7-10) are not disadvantaged by isolation or lockdown. Secures improvements in outcomes.	https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme/?utm_source=site&utm_medium=search&utm_campaign=site_search&search_term=tutoring https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/	(cf. Y11 Achievement Strategy) Identify pupils for National Tutoring programme Engage Tutor provider Monitor impact of tutoring Ensure Quality First Teaching for all pupils Additional Staffing and leadership in key departments (including LP in Maths) Identification and support for SEND pupils through TA team Withdrawal from class programme and review of curriculum for key pupils Prioritise pupils in Y11 for available digital devices Year 11 Pupil Leadership team appointed - celebratory events and support Review of departmental curriculums and SoW to focus on key content Provide additional intervention classes and subject support where possible and RA allows Ensure quality virtual curriculum Support staff via CPD Implementation of self-marking quizzes and progress checks Implementation of new COVID safe timetable and communication of this Adaptation of curriculum and lessons to new timetable model especially in whole day departments Ongoing review of curriculum and impact of new timetable by subject leaders	HLM/ NDR/ MHS DJM	33475	Assessment and progress data Mock exam data Classroom visits and pupil voice Monitoring of engagement during lockdowns and isolation periods Attendance and engagement Monitoring of online curriculum by subject leaders and SLT

2. Raise aspirations and focus on post-16 opportunities (Barrier E)	No NEETs in current Y11. Pupils are supported into their preferred post-16 destination.	https://www.local.gov.uk/re-thinking-youth-participation-present-and-next-generation-education-employment#helping-neets-vulnerable-groups-and-the-disadvantaged https://www.centreforsocialjustice.org.uk/core/wp-content/uploads/2020/07/CSJ-What-works-vulnerable-YP-Covid-recovery.pdf	Identify key pupils for aspiration interventions Prioritise college/ apprenticeship applications Ensure all interviews completed Close monitoring of Y11 pupils	PPM/ JG/SC	7500	Half-termly review of destinations All interviews completed by Christmas Ongoing review of pupils on track/ at risk of NEET
3. Effective reintegration of VPs and DPs and systems in place for managing isolation of bubbles (All barriers)	In September, and thereafter, whenever there are periods of isolation and lockdown vulnerable and disadvantaged pupils return is supported to ensure that they are successful and engaged and that their learning is not impacted. Includes focus on settling-in Y7.	https://www.thersa.org/blog/2020/05/starting-secondary-school https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/?utm_source=site&utm_medium=search&utm_campaign=site_search&search_term=vulnerable	Deployment of TA team on small group nurture classes Allocation of identified pupils and cover team where necessary along with additional staffing 1:1 interviews for key pupils to assist in reintegration System in place for issuing paper study packs/ revision guides and providing online support whilst in isolation for all pupils Pre-isolation survey SToP for managing isolation in place Laptop and device loan process for identified pupils Monitoring and identification of isolating pupils who may be vulnerable or SEND	MH/ NDR/ MC	5000	Periodic review of integration Weekly communication with staff regarding at risk pupils isolating Termly review of TA team Termly Review of deployment of devices

4. Improving core skills in KS3 (Barrier A, D & F)	All pupils in Y7-9 and key identified pupils in those years are supported to better access the curriculum through work literacy skills and where necessary in smaller, nurture groups.	https://educationendowmentfoundation.org.uk/tools/guidance-reports/improving-literacy-in-secondary-schools/?utm_source=site&utm_medium=search&utm_campaign=site_search&search_term=literacy https://bedrocklearning.org/what-is-bedrock-learning/research-and-results/	All pupils to be entered for Y7 no more marking writing tests Monitoring of Y7 CATs Implementation of dedicated literacy period Targeted intervention for literacy skills using Bedrock and other online initiatives Training of team of staff in this Monitoring of impact and engagement Further implementation of Accelerated Reader in class time through English Y7-9 nurture group provision Review of timetable for effectiveness	JME/ RTD/ MH/ MCD	10500	Termly review of NMM data Half-termly review of literacy data and Accelerated reader Half-termly review of nurture groups and impact - reabsorb Staff and MLL views on impact of timetable
5. Providing curriculum enrichment in KS3 (Barrier C)	Pupils motivation, engagement and independent learning is supported and enhanced through timetabled opportunities that enrich the curriculum and build on established learning. This mitigates the loss of extra-curricular opportunities.	https://blog.definedlearning.com/blog/project-based-learning-research https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/project-based-learning/ https://www.school21.org.uk/pri-pbl https://www.thersa.org/blog/2018/01/soft-skills-and-hard-decisions-the-problem-with-project-based-learning	Implementation of project-based learning period for Y7-9 Extra-curricular programme led by PE and including John Muir and other literacy interventions Plan for this to move online in the event of lockdown or isolation Oracy programme in KS3 culminating in festival at end of Y7 - maintain existing commitment Links to development of form time, new school mission, Rights Respecting school and School Council - pupil leadership opportunities	PPM/ RTD/ KGP	5000	Ongoing QA of learning and teaching, quality of work and planning Secure RRS Silver by July 2021 Establish Council and Leadership Team Outdoor learning events in place
			Total budgeted cost:		55475	
C. Leading						

Intervention/ Initiative	Intended outcome and success criteria	Evidence Base	Implementation Strategy	Staff lead	Cost	Review
1. Appoint leader for Year 11 achievement strategy and co-ordination of recovery curriculum	Leadership ensures effective implementation, monitoring and accountability.	https:// educationendowmentfoundation.o rg.uk/news/evaluation-of-whole-school-interventions-how-hard-can-it-be/? utm_source=site&utm_medium=s earch&utm_campaign=site_searc h&search_term=leadership	Lead identified Implementation and monitoring and evaluation strategy Reports to core SLT Impact reports via Governors	DJM	3,675	Termly review via impact reports
2. Appoint leader for KS3 literacy strategy	Leadership ensures effective implementation, monitoring and accountability.	https:// educationendowmentfoundation.o rg.uk/news/evaluation-of-whole-school-interventions-how-hard-can-it-be/? utm_source=site&utm_medium=s earch&utm_campaign=site_searc h&search_term=leadership	Lead identified Implementation and monitoring and evaluation strategy Reports to core SLT Impact reports via Governors	NDR	3,675	Termly review via impact reports
3. Appoint leader for overseeing additional pastoral capacity	Leadership ensures effective implementation, monitoring and accountability.	https:// educationendowmentfoundation.o rg.uk/news/evaluation-of-whole-school-interventions-how-hard-can-it-be/? utm_source=site&utm_medium=s earch&utm_campaign=site_searc h&search_term=leadership	Lead identified Implementation and monitoring and evaluation strategy Reports to core SLT Impact reports via Governors	MCD	3,675	Termly review via impact reports
			Total budgeted cost:		11025	