

Covid 19 Catch Up Funding Plan

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| Academy | Landau forte QEMS | Allocated Covid catch up funding | £61360 |
| Number on roll | 767 | Allocated Funding for National Tutoring Programme (NTP) | |

STRATEGY STATEMENT

Due to the unprecedented disruption to the education of students as a result of coronavirus the government has allocated a budget of £650 million to aid in the recovery and catch up of children as a one off support in the academic year 2020-21. The exceptional nature of this crisis requires and demands an exceptional response. A further £350 Million has been allocated to the National tutoring programme intended to deliver proven and successful tuition primarily to the most disadvantaged and vulnerable young people.

The DfE has set out the following Curriculum Expectations, 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.

- Education is not optional - All pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.
 - The curriculum remains broad and ambitious - All pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment.
 - Remote education - DfE asks that schools meet the following key expectations
 1. 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.
 2. Aim to return to the school's normal curriculum in all subjects by summer term 2021.
3. 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.

4. Develop remote education so that it is integrated into school curriculum planning.

Schools should set out how they will allocate the additional funding to support curriculum recovery this academic year. The EEF guidance suggests a 3-tiered approach:

1 - Teaching

- High-quality teaching for all
- Effective diagnostic assessment
- Supporting remote learning
- Focusing on professional development

2 - Targeted academic support

- High-quality one to one and small group tuition
- Teaching Assistants and targeted support
- Academic tutoring
- Planning for pupils with Special Educational Needs and Disabilities (SEND)

3 - Wider strategies

- Supporting pupils' social, emotional and behavioural needs
- Planning carefully for adopting a Social and Emotional Learning curriculum
- Communicating with and supporting parents
- Supporting parents with pupils of different ages
- Successful implementation in challenging times

Ofsted will conduct interim visits to schools between 28 September and December 2020 and will discuss with school leaders how they are ensuring that pupils resume learning the school's curriculum, including contingency planning for the use of remote education and the use of catch-up funding

Issues identified from September 2020 as barriers to learning after the enforced school closure
(curriculum gaps/ literacy/ attendance/ wellbeing)

| | Pupils eligible for PP | Pupils not eligible for PP | |
|--|------------------------|----------------------------|------------------|
| | 38 | School average | National average |
| % achieving 9-4 English and Mathematics | 35.9% | 63.6% | 71% |
| % achieving 9-4 English | 53.8% | 76.6% | 71% |
| % achieving 9-4 Mathematics | 41.0% | 72.0% | 71% |
| % achieving combined science | 33.3% | 72.9% | 61% |
| Progress 8 score average | -0.6 | +0.1 | +0.1 |
| Attainment 8 score average | 3.5 | 4.7 | 5.03 |
| Noticeable gap between English Reading KS2 standardised scores | | | |
| Lower starting points by ave -2.1 for KS2 English reading | | | |
| Noticeable gap between English Reading KS2 standardised scores | | | |
| Lower starting points by ave -2.1 for KS2 Mathematics | | | |
| Behaviour/Motivational issues for a small group is having a detrimental effect on their academic progress and that of their peers. | | | |
| SEND K and disadvantaged pupils are not making progress in line with peers | | | |
| Gaps in knowledge that have appeared between March and July 2020 (as identified through assessment in Term 1) | | | |
| Understanding T&L strategies within the 'new normal' way of teaching | | | |
| Gaps in attendance between SEND students [particularly those without EHC plan], FSM students and all other students | | | |
| Higher than proportional number of low attenders are PP students. | | | |
| Behaviour points are higher for pp students than others | | | |
| Parents of disadvantaged pupils are not represented at school events in proportional to other parents. | | | |
| Social care involvement with a number of families | | | |
| Ensuring all students can access online learning at home | | | |
| Maintaining a high attendance % for all students is a priority | | | |
| Wellbeing: Concerns around anxiety and safeguarding issues following the lockdown period | | | |
| Ensuring parental engagement levels are maintained during the 'virtual meeting' era | | | |

| Teaching and Whole School Strategies | | | |
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| Year group | Actions | Intended Impact | Cost |
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| <p>Saturday sessions</p> | <p>To increase the contact time for staff to be able to deliver high quality in person lessons for year 11 students</p> <p>Sessions 4 hours in length for all subjects.</p> <p>Students will be identified in terms of specific weakness</p> <p>A timetable of subjects and students will be designed</p> <p>Staff will be compensated for their time</p> | <p>It is universally accepted that students learn best when they are with a skilled and knowledgeable practitioner. The wide disparity in engagement of teachers and our initial assessment of students has strengthened this conviction. With that in mind it should be acknowledged that a commitment to increasing the duration and quality of teaching for this year is fundamental to helping our students catch up.</p> | <p>£150 per session per teacher</p> <p>10 week in the lead up to exam with 5 members of staff</p> <p>Approx. 7500</p> |
| <p>Holiday catch up</p> | <p>Mon-fri sessions (morning or afternoon) during the school breaks or during summer</p> | <p>As above</p> | <p>£150 per session per teacher</p> |
| <p>Lengthening school day</p> | <p>To provide short focused and targeted intervention sessions for year 11 students</p> <p>Data driven targeting and timetabled lessons with fully qualified staff</p> | <p>Additional sessions for year 11 on one or more days during the week.</p> <p>Additional pastoral support could be offered in these times. Evidence from EEF shows it can lead to small improvement in academics, attendance and behaviour</p> | <p>No cost</p> |
| <p>CPD</p> | <p>To support staff in their development and understanding of the nature of the difficulties students face</p> <p>Prioritising high quality training for teaching in classrooms.</p> <p>Deep subject knowledge and flexible understanding of curriculum.</p> | <p>Great teaching in the classroom leads to the best possible outcome. Upskilling the workforce to be able to deliver better lessons and more effective assessment will lead students catching up with missing curriculum</p> | <p>TBC</p> |

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| | Excellent assessment is key to excellent teaching – helping teachers know what pupils know and don't know. Use of coaching models to provide incremental improvement | | |
| Virtual delivery models and blended learning approaches | | The likelihood of a second closure or partial closure is even now a risk that would cause student to fall behind further. Engaging and motivating online delivery modals to work in conjunction with schools current methods for virtual learning to increase engagement | |
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| Total cost £7500 | | | |

| Year group | Actions | Intended Impact | Cost |
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| Academic mentoring | Academic Mentors will provide support tailored to the school, but most Academic Mentors will support subject-specific work (both one-to-one and in small-groups), revision lessons, and provide additional support for those shielding or not in school. | Schools in the most disadvantaged areas need more support than ever as they deal with the impact of the crisis Academic Mentors will be a part of their school's staff team, supporting and managing them to deliver mentoring that is linked to the curriculum. | £2000 per academic mentor (maximum of 2) £4000 total |
| NTP tuition partners | To provide small group and one to one tuition. Tutoring partners will be placed within specific directorate (Maths, English, Science, MFL, Humanities) and work directly with Middle leaders to identify high need students and identify | The National Tutoring Programme (NTP) will provide additional support to schools to help disadvantaged pupils whose education has been most affected by school closures. The programme has been designed and developed by a collaboration of five charities – the Education Endowment Foundation, Sutton Trust, Impetus, Nesta and Teach First – working in partnership with the Department for Education. Additional support has been generously provided by KPMG Foundation, Bain & Company, and Freshfields. | £200 per 15 hour block (50 blocks approximately) £10000 |
| Lexonic | A unique, research-based programme leveraging metacognition, repetition, decoding and automaticity, Lexonik Advance trains learners to develop phonological awareness and make links between unknown words using common prefix, root word and suffix definitions. Delivered in six one-hour, teacher-led sessions, Lexonik Advance works for ALL learners | Extensive evidence shows the insecure literacy skills at the beginning of secondary school leads to poorer examination results at the end of their schooling. | £6600 for materials and training £16000 for LSA £1500 uplift for internal advert |

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| | <p>regardless of age or ability. Delivered on a 1:4 teaching ratio.</p> <p>Two-day in-house, or remote, teacher training workshop</p> <p>Nationally standardised assessment (for pre and post testing)</p> <p>Delivery and teaching materials</p> <p>Access to online teaching support</p> <p>Ongoing account management and regional trainer support</p> <p>Use of Star reader to identify students with below average reading ages</p> | | <p>Year 9/10 - £1213.44</p> <p>Year 11 - £128</p> |
| <p>Total cost £35441.44</p> | | | |

| Wider Strategies | | | |
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| Year group | Actions | Intended Impact | Cost |
| Increase provision for music department | <p>Recovering curriculum can be implemented with essential specialized equipment</p> <p>To improve and maintain the provision for Music as the year group are not in a specialized area and the department has not got enough equipment to support the year 9 bubble.</p> <p>To improve and build upon our currently provision and will allow ALL students to learn who to play the ukulele in a classroom setting.</p> | <p>The students will be able to have a board and well developed music curriculum with many elements of practical learning. The academy is known for the quality of the music provision. The students love music and their mental wellbeing during this time would be supported by this also. Every child matters and providing more portable equipment will allow to the students to have equal opportunities regardless of their background.</p> <p>Ukulele sessions would support all teachers and would provide our non-specialist music teachers within the department to have support from our in house guitar teacher. The lessons will take place within the bubbles.</p> <p>Year 7,8 and 9 – Uke lessons will be across the school on a COVID rota.</p> <p>YEAR 9 will benefit with the extra equipment.</p> <p>Year 8 will have more headphones to ensure that the bubble is not disrupted.</p> | <p>Headphones £7.40 x 30 £222</p> <p>Keyboard £90 x 6 £540</p> <p>Uke £16.60 x 10 £166.00</p> <p>Head phone splitters £0.99 x 15 £14.85</p> <p>Cajon £44 x 2</p> <p>Guitar strings £40</p> <p>Total £770</p> |
| Laptops for Students | Provide laptops to disadvantaged students | <p>Access to technology has become an important factor in the continued education of students. To be able to learn effectively outside of school we need a fluent and labour saving way to set and mark work. Additionally the school and sixth form has had to make innumerate changes to the way in which lessons are delivered. This has led to some subjects not having access to the bank of specialist equipment it normally would. Access to resources such as musical instruments are necessary for high</p> | <p>£300 per unit – out of school</p> <p>£500 per unit – in school use</p> <p>(10 additional)</p> <p>£3000</p> |

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| | | quality teaching and to ensure students do not slip further behind their curriculum. | |
| Supporting pupils' social, emotional and behavioral needs | To provide students with a reliable and present enhanced support network within school Assistant Heads of year in 7/8/10/11 to work with identified students in a mentoring and supportive capacity | During this period on unrest some children may find it difficult to cope emotionally in school and may display distressing or disruptive behaviour in class. Additional support can help them develop positive behaviour in school and the wider community. If a child feels included, respected, safe and secure, and when their achievements and contributions are valued and celebrated, they are more likely to develop self-confidence, resilience and ultimately progress better in school | £750 each (3000 in all |
| Total cost £ 6770 | | | |

| Summary Covid 19 Catch Up funding | |
|-----------------------------------|------------------|
| Strategy | Cost |
| Teaching and whole school | £7500 |
| Targeted | £35441.44 |
| Wider | £6770 |
| Total | 49711.44 |
| Allocation | £61360 |