

Context

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 curriculum expectations for the next academic year in [actions for schools during the coronavirus outbreak](#).

While schools can use their funding in a way that suits their cohort and circumstances, they are expected to use this funding for specific activities which will help pupils catch up on missed education.

- Allocation - £111K
- 1,380 pupils on roll (+296 sixth form students)
- 234 pupils eligible for Pupil Premium Funding
- 217 pupils on the school's SEN Register

Catch Up Priorities and identified issues

- Literacy skills (particularly in Year 7) caused by gap in learning
- Numeracy (particularly in Year 7) caused by gap in learning
- Gaps in curriculum learning as identified by each subject lead
- Readiness for potential future lock down and ability to deliver curriculum remotely
- Social and emotional wellbeing – pupil behaviour
- Pedagogical understanding of teaching staff working remotely
- Gaps in CEIAG missed during summer term and any future lockdown
- Attendance of students
- Student wellbeing dealing with lockdown and family issues
- Contact with home given reduced opportunity for in school meetings

In June 2020 the Education Endowment Foundation published the 'Covid Support Guide for Schools'. Within this document suggested strategies were grouped into three broad areas. Where appropriate we have linked each of our intended interventions and/or purchases to at least one of the areas outlined within the report:

- (1) Teaching and whole school strategies
- a. Supporting great teaching
 - b. Pupil assessment and feedback
 - c. Transition support

- (2) Targeted support
- a. One to one/small group tuition
 - b. Intervention programmes
 - c. Extended school time

- (3) Wider strategies
- a. Supporting parent and carers
 - b. Access to technology
 - c. Summer support

	EEF category	Actions	Desired outcome	Costs
Year 7 literacy screening and subsequent specialist, targeted intervention as well as wider whole cohort intervention.	1b 1c	Year 7 cohort: Appropriate screening of pupils to identify students requiring literacy interventions.	To identify students who need specific literacy interventions according to their scores within particular measures.	£7K
	2a 1c	Fresh start: Intensive phonics intervention programme.	To reinforce phonological awareness to increase reading fluency and automaticity, which in turn aids improvement in comprehension. Strong phonological knowledge can also improve students' spelling accuracy.	
	2b 1c	Accelerated reader programme: KS2 significantly below 100 – withdrawal for intensive support with specialist Learning Support Service staff.	To develop the comprehension and inference skills of students significantly below expectation in this measure.	
Wider literacy intervention across entire school.	2a	Targeted in class intervention by Learning Support Assistants.	To provide personalised support for students in lessons. LSAs are aware of the strategies that can help develop the skills of those students with significant literacy needs. These are woven into the SFPs, which LSAs are familiar with for those students they support and work with closely.	£6K
	1a	Tutor time literacy sessions once a week, with specialist resources aimed at improving pupils' basic literacy levels. Staff responsibility to lead and deliver.	To provide structured support for students with literacy barriers to learning.	
	1a	Additional sessions for English recovery curriculum delivered by teaching staff.	To raise the achievement of underperforming students in English and reduce the impact of the summer 2020 lockdown.	

Year 7 numeracy targeted intervention.	2b	Small group intervention programme with numeracy specialist for students identified as requiring additional support.	To improve confidence and ability in understanding basic numeracy concepts to support students to better access mainstream lessons.	£8K
	1a 1b	Targeted in class intervention by Learning Support Assistants.	To support students in class to help boost their confidence and understanding.	

Support vulnerable students with specific SEMH challenges caused by lockdown.	1c 1a 3a	Appointment SEMH specialist to work with vulnerable students.	To build capacity within the organisation to work closely with students who have SEMH needs. This appointment will have a particular focus on the relationship between home and school.	£30K
	1a 1c 2a	1:1 SEMH sessions.	To help pupils develop resilience and strategies in dealing with/overcoming SEMH barriers to learning and everyday obstacles.	
	1a 1c	Develop pupil profiles to measure the impact of SEMH interventions.	To provide teachers/support staff with up to date information surrounding strategies that will enable pupils to thrive. As SEMH interventions evolve, pupils will begin to attend more lessons with confidence and integrate fully into school life.	

Development and delivery of recovery curriculum as well as future delivery of remote learning in the event of both a full and partial lockdown.	1a 1b 3a 3b 3c	Teaching remote lessons in usual classes rather than full year groups as well as building in screen time breaks throughout the day for students.	To meet the individual needs of each child during remote teaching.	£39K
	3b	Purchase of specialist equipment to allow enhanced virtual learning environment.	Visualizers allow projection of all lesson resources and support practical demonstrations.	
	3a 3b	Purchase iPads for pupils who do not have their own device to work on at home.	To ensure that all students are able to access the remote learning provision.	
	1a 1b 3a 3b	Purchase of headsets to allow teaching staff to use existing PCs to teach remotely and to host parent consultation evenings.	To ensure that all staff can adequately provide contact with all students and parents during prolonged period of lockdown.	
	3b 3c	Provide dongles for pupils with a poor or no internet connection at home.	To ensure that all students are able to access the remote learning provision.	
	2c 3a 3b	SEND department to ensure that SEND pupils are effectively supported with their learning.	To ensure that students with SEND can access the remote learning provision.	
	1a 2c	Further development remote learning pedagogy.	To improve the quality of education for all.	
	1a 1b 1c	Allocate time for Trust Leads of EBacc subjects to develop and embed recovery curricula.	To reduce the impact of the summer 2020 lockdown on student progress.	
	3a 3b	Purchase specific online resources to aid departments with recovery.	To provide more reading and listening resources to use to help students prepare for the GCSE Spanish listening and reading exam.	

<p>Use of Trust Director time to drive curriculum and pedagogy.</p>	<p>1a</p>	<p>Following the coronavirus pandemic additional Trust Director time has been allocated to assessing lost learning, or misunderstood learning; identifying content and material that requires re-teaching; and ensuring continuity within their curriculum area. By working as part of a Trust the Trust Directors have been able to triangulate their data and assessments longitudinally and latitudinally in terms of year groups and previous cohorts. This has allowed them to formulate detailed continuity plans which are applicable across all schools and bespoke to each setting.</p> <p>The Trust Directors are also countering the lost training and development for early career teachers.</p>	<p>Through subject specific pedagogic professional learning and immersive curriculum planning opportunities NQTs and RQTs are able to provide the best classroom practice to their students.</p> <p>By continually focusing on the quality of education in the classroom and providing appropriate professional support we are able to ensure that lost learning is countered in a timely and meaningful fashion.</p>	<p>£21K</p>
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