

Covid 19 Catch-up Strategy Statement 21/22 & Review of 21/22

School overview

Metric	Data
School name	Lostock Hall Academy.
Pupils in school	703
Catch up allocation	£12,960 school led tutoring grant plus partial recovery premium £4320 to fund the additional 25%.
Academic year or years covered by statement	21/22
Publish date	Dec 2021
Review date	Autumn Term 2022

Teaching priorities for current academic year

Measure	Activity	Review of 21/22
Priority 1 - Reading	Improved reading comprehension to successfully access curriculum content across the school.	<p>Interventions which have taken place are:</p> <ul style="list-style-type: none"> • weekly Reading Plus lessons in KS3 • weekly Century Tech lessons in KS4. • School Led Tutoring (reading comprehension focus) <p>KS3 Benchmark Data – all students</p> <p>Yr 7 – improvement from 39% to 69% working at or above expected standard.</p> <p>Yr 8 – improvement from 40% to 63% working at or above expected standard.</p> <p>Yr 9 – improvement from 34% to 68% working at or above expected standard.</p> <p>21/22 primarily focused on literacy (reading comprehension skills). 22/23 support will continue in English. The focus will move to phonics and fluency with some</p>

		<p>reading comprehension support remaining. In addition, SPaG and writing will become more of a focus. 22/23 will also focus on support in Maths (two small group withdrawals to support KS2>Y7 transition gaps) and KS3 Science (to support maths skills in science)</p>
<p>Priority 2 – Memory Pedagogy and metacognition</p>	<p>Students knowing more, remembering more and being more self-aware about their learning.</p>	<p>CPD continued with staff. Students supported though assemblies, guidance event and ready to learn (to be further developed through Ready to Thrive for 22/23).</p>
<p>Catch up in teaching and learning these priorities address</p>	<p>Basic reading comprehension skills Phonics and fluency activities for struggling readers Vocabulary knowledge Disciplinary Literacy Reading for pleasure / promotion of reading culture</p> <p>Long term memory pedagogy. Interleaving, recall and retention.</p>	<p>Students were assessed on the following comprehension skills.</p> <p>Skill 1: close reading (identifying explicit details, drawing conclusions and making inferences).</p> <p>Skill 2: main ideas and themes (determining the main idea and summarising).</p> <p>Skill 3: interaction of ideas (predicting outcomes, analysing setting, plot and character and analysing cause and effect).</p> <p>Skill 4: use of language (interpreting word meaning, interpreting analogies and visualising).</p> <p>Skill 5: structure (examining text structure, examining sequence of ideas and events and examining genre).</p> <p>Skill 6: point of view (recognising author's purpose, recognising persuasive devices and recognising mood and tone).</p> <p>Skill 7: image scaffolds (interpreting images).</p> <p>Skill 8: reasoning and rhetoric (judging validity and reasoning).</p> <p>Skill 9: comparative reading (compare, contrast and integrate and classifying).</p> <p>Gaps were analysed and intervention put in place.</p> <p>Phonics assessments were carried out. Interventions were put in place for a small number of students who required phonics support. Withdrawals for fluency support were</p>

		<p>made. 22/23 more support is needed in this area. Greater focus on phonics and fluency moving forward.</p> <p>Whole school focus on vocabulary knowledge. Vocabulary intervention support within reading withdrawals.</p> <p>Whole school focus on disciplinary literacy.</p> <p>Reading for pleasure – online library, physical library, Boys Book Club, Y7 Book Club, Reading Weeks.</p>
Resources	<p>Reading Plus for KS3 (Adaptive), Century Tech for KS4 (AI), Reading and vocab working party, Focus group data, GL Assessment progress tests, NGRT reading tests Phonics resources for small group work An online library Adapted curriculum in English to support reading comprehension and vocabulary.</p>	<p>All resources purchased and in use with students. Reading Plus accelerated reading achievement through personalised instruction and intervention. It supported reading fluency, comprehension and vocabulary through differentiated learning, using adaptive technology.</p> <p>Weekly Reading Plus for KS3 including additional small group intervention, phonics work for the focus groups students as needed. 1 hour lesson with English teacher in school, 40 minutes homework. Intervention withdrawals were needed.</p> <p>Weekly Century Tech work with KS4 students, in class or via homework as required. 1 hour lesson with English teacher in school, 30 minutes homework. Intervention withdrawals were needed.</p> <p>Purchase of an online library which has been launched and is working well. Plans to continue to further develop this resource are in place.</p> <p>KS4 outcomes – summer 2022 English P8+0.43 EM5+ 60% EM4+ 79%</p>

Targeted academic support for current academic year

Measure	Activity	Review of 21/22
<p>Priority 1 – School Led tutoring and Progress Assistant* (below age expectations)</p> <p>*Progress Assistant is a qualified KS1 and KS2 primary teacher.</p>	<p>School Led Tutoring and in-school focus groups to provide catch up for those students who entered at age expectation in reading and numeracy and fell below age expectations.</p>	<p>Literacy</p> <p>KS3 Benchmark Data – all students</p> <p>Yr 7 – improvement from 39% to 69% working at or above expected standard.</p> <p>Yr 8 – improvement from 40% to 63% working at or above expected standard.</p> <p>Yr 9 – improvement from 34% to 68% working at or above expected standard.</p> <p>Y7 school-led tutoring. All students made good progress. 95% of students made 1 level gain or more. 78% of students made more than 2 levels progress.</p> <p>Y8 school-led tutoring. All students made good progress. 97% of students made 1 level gain or more. 81% of students made more than 2 levels progress.</p> <p>Y9 school-led tutoring. All students made good progress. 100% of students made 1 level gain or more. 90% of students made more than 2 levels progress.</p> <p>Numeracy</p> <p>In class and small group support for students in maths.</p> <p>21/22 primarily focused on literacy. 22/23 will also focus on support in Maths and Science (two small group withdrawals to support KS2>Y7 transition gaps) and KS3 Science (to support maths skills in science)</p>
<p>Priority 2 – School Led tutoring and Progress Assistant* (less</p>	<p>School Led Tutoring and in-school focus groups - targeted catch up in reading and numeracy for those</p>	<p>School Led Tutoring has been undertaken for all identified disadvantaged students.</p>

<p>than expected progress)</p> <p>*Progress Assistant is a qualified KS1 and KS2 primary teacher.</p>	<p>students who made less than expected progress regardless of their starting point. These groups consist of students who are Disadvantaged and SEND.</p>	<p>KS3 Benchmark Data – all students</p> <p>Literacy</p> <p>Yr 7 – improvement from 39% to 69% working at or above expected standard.</p> <p>Yr 8 – improvement from 40% to 63% working at or above expected standard.</p> <p>Yr 9 – improvement from 34% to 68% working at or above expected standard.</p> <p>Y7 school-led tutoring. All students made good progress. 95% of students made 1 level gain or more. 78% of students made more than 2 levels progress.</p> <p>Y8 school-led tutoring. All students made good progress. 97% of students made 1 level gain or more. 81% of students made more than 2 levels progress.</p> <p>Y9 school-led tutoring. All students made good progress. 100% of students made 1 level gain or more. 90% of students made more than 2 levels progress.</p> <p>22/23 will also focus on support in Maths and Science</p>
<p>Catch up in teaching and learning these priorities address</p>	<p>Progress Assistant to lead on focus groups.</p> <p>Basic reading comprehension skills.</p> <p>Phonics and fluency activities for struggling readers</p> <p>Vocabulary knowledge.</p> <p>Disciplinary Literacy.</p> <p>Reading for pleasure across the curriculum</p> <p>Long term memory pedagogy.</p>	<p>Students were assessed on the following comprehension skills.</p> <p>Skill 1: close reading (identifying explicit details, drawing conclusions and making inferences).</p> <p>Skill 2: main ideas and themes (determining the main idea and summarising).</p> <p>Skill 3: interaction of ideas (predicting outcomes, analysing setting, plot and character and analysing cause and effect).</p> <p>Skill 4: use of language (interpreting word meaning, interpreting analogies and visualising).</p>

	<p>Interleaving, recall and retention.</p> <p>Metacognition – being aware of has been learned and what needs further practice.</p>	<p>Skill 5: structure (examining text structure, examining sequence of ideas and events and examining genre).</p> <p>Skill 6: point of view (recognising author’s purpose, recognising persuasive devices and recognising mood and tone).</p> <p>Skill 7: image scaffolds (interpreting images).</p> <p>Skill 8: reasoning and rhetoric (judging validity and reasoning).</p> <p>Skill 9: comparative reading (compare, contrast and integrate and classifying).</p> <p>Gaps were analysed and intervention put in place.</p> <p>Phonics assessments were carried out. Interventions were put in place for a small number of students who required phonics support. Withdrawals for fluency support were made. 22/23 more support is needed in this area. Greater focus on phonics and fluency moving forward.</p> <p>Whole school focus on vocabulary knowledge. Vocabulary intervention support within reading withdrawals.</p> <p>Whole school focus on disciplinary literacy.</p> <p>Reading for pleasure – online library, physical library, Boys Book Club, Y7 Book Club, Reading Weeks.</p>
Projected spending	£17280 (with contributions coming from Pupil Premium and Recovery Premium to supplement School Led Tutoring (25%), NGRT phonics and online library).	

Wider strategies for current academic year

Measure	Activity	Review of 21/22
Priority 1 – Implement and embed school’s	Implement and embed the school’s core values	The CAP programme has been devised in 21/22 and was introduced

core values, to support Behaviour for Learning (BfL)	(Respect, Commitment, Team Work, Citizenship, Integrity, Accountability) in relation to behaviour for learning and personal development.	from Sep 22 to fuse the core values, rewards and consequences programme and ready to thrive; all these have been coordinated to improve students' BfL. The 2 nd year of the programme will see the outcomes in more detail. BfL joining intervention team. Student Intervention Team developed end of 21/22 to start in 22/23 involving SLT, subject leaders, BfL and Progress Team to ensure intervention is both academic and pastoral.
Catch up in teaching and learning these priorities address	Behaviour for Learning	
Projected spending	£250	

Monitoring and implementation

Area	Implementation	Evaluation
Teaching	<p>All KS3 students to undertake Reading Plus lessons within their timetabled English lessons.</p> <p>All KS4 students to undertake Century Tech lessons within their timetabled English lessons (Yr 10) and as part of their home learning (Yr 11).</p> <p>Explicit reading lessons will make reading strategies explicit. Students will reflect on feedback on their reading and adopt metacognitive behaviours.</p> <p>Disciplinary literacy Explicit vocabulary instruction Reading for pleasure across the curriculum</p> <p>Whole school strategy for recall starters that include metacognitive reflection.</p>	<p>1 hour Reading Plus lesson with English teacher in school, 40 minutes homework. Intervention withdrawals were needed.</p> <p>1 hour Century Tech lesson with English teacher in school, 30 minutes homework. Intervention withdrawals were needed.</p> <p>Progress data. KS3 Benchmark Data – all students</p> <p>Yr 7 – improvement from 39% to 69% working at or above expected standard.</p> <p>Yr 8 – improvement from 40% to 63% working at or above expected standard.</p> <p>Yr 9 – improvement from 34% to 68% working at or above expected standard.</p> <p>Y7 school-led tutoring. All students made good progress. 95% of</p>

		<p>students made 1 level gain or more. 78% of students made more than 2 levels progress.</p> <p>Y8 school-led tutoring. All students made good progress. 97% of students made 1 level gain or more. 81% of students made more than 2 levels progress.</p> <p>Y9 school-led tutoring. All students made good progress. 100% of students made 1 level gain or more. 90% of students made more than 2 levels progress.</p> <p>Feedback from students and staff.</p> <p>Differentiated learning – students had access to year group appropriate texts through an experience that has the same look and feel regardless on reading level, providing equality for all learners. Differentiated learning in this way helped to close the gaps.</p> <p>By improving the reading efficiency, we were able to help student free up mental energy for comprehension.</p> <p>Support for staff – Reading Plus gave staff the tools to help all students master their year group expectation content. The resources and data it provided staff with helped them to meet the needs of all pupils.</p> <p>Students loved the instant feedback Reading Plus provided them with. The student dashboard makes them aware of their own progress and achievements. Reading Plus has been a great motivator for our students as students knew what they needed to do to progress. We celebrated success within lessons, on the bulletin, on newsletters and with certificates and awards.</p>
--	--	--

		LHA won the 2022 Reading Plus Awards for most progress achieved, most reading lessons and most words read.
Targeted support	School Led Tutoring to support focus group students – withdrawn for targeted and intense support during the school day, during English lessons where feasible.	<p>Progress data. Progress records. Feedback from students and staff. Analysis by Progress Assistant.</p> <p>Y7 school-led tutoring. All students made good progress. 95% of students made 1 level gain or more. 78% of students made more than 2 levels progress.</p> <p>Y8 school-led tutoring. All students made good progress. 97% of students made 1 level gain or more. 81% of students made more than 2 levels progress.</p> <p>Y9 school-led tutoring. All students made good progress. 100% of students made 1 level gain or more. 90% of students made more than 2 levels progress.</p>
Wider strategies	Programme of assemblies, speakers, half termly foci to promote and support personal development and behaviour for learning.	Synergy logs.