

Recovery and Catch-up Strategy Statement 22/23

School overview

Metric	Data
School name	Lostock Hall Academy.
Pupils in school	730
Catch up allocation	£46104.00
Academic year or years covered by statement	22/23
Publish date	Nov 2022
Review date	Autumn Term 2023

Teaching priorities for current academic year

Measure	Activity
Priority 1 -	Formative assessment of component knowledge Formative Assessment EEF Feedback Toolkit Strand Education Endowment Foundation Feedback
Priority 2 –	Memory pedagogy Working Memory Education Endowment Foundation
Catch up in teaching and learning these priorities address	<ul style="list-style-type: none">• Greater low-stakes assessment of component knowledge leads to earlier identification of gaps in knowledge and therefore, more effective in-class adaptation• Greater and more sophisticated use of retrieval activities and interleaving supports disadvantaged students (PP and SEND in particular) and ensures that identification of gaps in knowledge is thorough
Resources	<ul style="list-style-type: none">• Century Tech software• Educake software• PinPoint software

Targeted academic support for current academic year

Measure	Activity
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<p>Priority 1 – School Led tutoring delivered by highly trained teachers.</p> <p>Progress Leader (Primary school teacher)</p> <p>Progress Assistant (specialist setting SEND teacher)</p>	<ul style="list-style-type: none"> • Targeted intervention in small groups develops in its second year to support catch-up in maths and science, prioritising PP and SEN learners • Targeted intervention in small groups continues to prioritise PP and SEN learners in English • A Student Intervention Team drives close collaboration and action across the Academy for those students with the greatest catch-up needs <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>
<p>Priority 2 – Targeted support for struggling readers</p>	<ul style="list-style-type: none"> • Phonics teaching and learning is strengthened through targeted intervention • Reading fluency teaching and learning is strengthened <p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Reading fluency strategies can have a positive impact on pupils’ ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p> <p>Reading Fluency EEF</p>
<p>Catch up in teaching and learning these priorities address</p>	<ul style="list-style-type: none"> • Gaps in KS2 maths knowledge in our Year 7 learners • Gaps in KS2 science knowledge in our Year 7 learners • Gaps in KS2 English knowledge in our KS3 learners • Progress of SEND K learners • Support and progress for struggling readers
<p>Projected spending</p>	<ul style="list-style-type: none"> • Progress Leader • Progress Assistant • Reading Plus • A Phonic Reading scheme/ books

	<ul style="list-style-type: none"> • Group reading scheme/books designed to support fluency • Sparx Maths
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Wider strategies for current academic year

Measure	Activity
Priority 1 – BfL	Embed the CAP programme, linking rewards and consequences to the core values. Behaviour Interventions Toolkit Strand Education Endowment Fund EEF
Catch up in teaching and learning these priorities address	Behaviour for Learning.
Projected spending	£1500 (badges, certificates and reward trip prizes)

Monitoring and implementation

Area	Implementation	Evaluation
Teaching	<ul style="list-style-type: none"> • Whole school CPD throughout the year • Leadership and support through Subject Leader meetings • Subject meetings • Quality of Education Guidance Booklet provides centralised support and expectations 	<ul style="list-style-type: none"> • School progress captures (reports) • Student questionnaires • Staff evaluation questionnaires • Quality assurance of schemes of learning • Quality assurance of teaching and learning
Targeted support	<ul style="list-style-type: none"> • SIT Team to meet every three weeks and review actions • Student focus of the SIT team continually reviewed and updated based on the identified progress focus group • Small group tuition to take place within English, maths and science lessons • One-to-one support for students with behaviour for learning needs that are creating a barrier for learning • One-to-one support for students with SEN needs 	<ul style="list-style-type: none"> • SIT meeting minutes • Progress captures provided by the Academy's reporting system • School-led tutoring records provide evaluation on a weekly basis • SEND learner tracking documents • Reviews of SEND teaching and learning plans • Use of diagnostic and progress information held within intervention software packages such as Reading Plus, Century Tech, Educake, Dr. Frost, Sparx Maths and PinPoint

	that are creating a barrier for learning	
Wider strategies	<ul style="list-style-type: none"> • Embed the CAP • Review the programme to ensure it is working to improve BfL; review rewards and consequences totals • Train SFT to produce Ready to thrive content • Feedback from student voice 	<ul style="list-style-type: none"> • Rewards and Consequences totals • SLT meetings • Govenor reports • Student voice