

Mount Carmel RC High School - Covid-19 Catch-up Premium Strategy

January 2021 – July 2021

Funding allocation (Mainstream Schools):

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11.

Payments:

This funding will be provided in 3 tranches. We will provide schools with an initial part payment in autumn 2020, based on the latest available data on pupils. We will then distribute a second grant payment in early 2021, based on updated pupil and place data. For mainstream schools, we will use the 4 to 15 pupil head count from the October 2020 census. The second grant payment will also take account of the initial part payment made in autumn 2020 so that schools will receive a total of £46.67 per pupil. A further £33.33 per pupil will be paid during the summer term 2021. Though funding has been calculated on a per pupil basis, schools should use the sum available to them as a single total from which to prioritise support for pupils according to their need. As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.

Use of funds:

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 guidance on curriculum expectations for the next academic year. Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

Our full School COVID-19 Catch-up Premium allocation (£63,520) plus additional monies from our Pupil Premium Grant will be used to support the Catch-up Premium Strategy. This recognises that the group of pupils most likely to have fallen behind during the pandemic is the disadvantaged cohort.

Accountability and monitoring:

As with all government funding, school leaders must be able to account for how this money is being used to achieve our central goal of schools getting back on track and teaching a normal curriculum as quickly as possible.

The School COVID-19 Catch-up Premium Strategy was put in place from January 2021 for the spring and summer terms only. Following a review in June / July 2021 the impact of COVID-19 will be incorporated into the 2-year school improvement plan for 2021.23 academic years. The school website statement for the COVID 19 Catch Up Premium Strategy will be an overview only from September 2021.

Summary Information:					
School	Mount Carmel RC High School Accrington. BB5 0LU		Academic Year		2020/21
School Lead	Mr K Georgy	Catch-up Premium allocation (No. of pupils x £80)			£63,520
Total number of pupils (October 2020 Census)	794	% of pupils eligible for PP	36%	Dates for future internal review of this strategy	April 2021 July 2021

Teaching and whole school strategies

- Supporting first quality teaching
- Pupil assessment and feedback
- Transition support

Supporting great teaching						Review	
Rationale / Evidence Based Approach	What is the specific Strategy?	Actions and Success Criteria. (What are the Active Ingredients?)	Lead	Cost	How will we monitor incremental changes and a positive impact?	SP 21	SU 21
<p><u>Pedagogy enhancement Y7 - Y11</u></p> <p>Research into how pupils learn and remember has evidenced that knowledge organisers support information retrieval and provide pupils (and teachers) with clear criteria for what needs to be learnt for each unit.</p>	<p>Generation and implementation of knowledge organisers for use across both key stages in each curriculum area. If implemented effectively this will help pupils know more and remember more by chunking up the learning and help with memory retention.</p>	<p>Knowledge organisers generated and implemented for KS4 for all subject areas – autumn term 2020. Knowledge organisers generated and implemented for KS3 for all subject areas – spring term 2021. Increased knowledge recall across all year groups. Improved performance in end of unit tests. Reduced number of below/well below track across the termly data drops.</p>	<p>CFY CLs KGY</p>	<p>£2500</p>	<p>Spring 2021 CFY to audit all knowledge organisers with CLs for KS3 and KS4 to ensure all are fit for purpose.</p> <p>Summer 2021 Implementation of knowledge organisers is monitored across both key stages by CFY, SLT Link and CL throughout spotlight week. Findings reported to SLT.</p>		
<p><u>Pedagogy enhancement Y7 - Y11</u></p> <p>Research into how pupils learn and how the memory works provides clear evidence that retrieval practice is essential for the development of the long-term memory.</p>	<p>Focus on 'Retrieval strategies' leading to all pupils knowing more and remembering more of the common curriculum being taught.</p>	<p>Evidence-based strategies for supporting pupils' learning potential in knowing more and remembering more are embedded in the curriculum maps and routes. Retrieval practice is evident in all school/department monitoring activities. Increased knowledge recall across all year groups. Improved performance in end of unit tests. Reduced number of below/well below track across the termly data drops.</p>	<p>CFY T&L CLs KGY</p>	<p>£0</p>	<p>Spring 2021 Baseline assessment of progress taken for comparison to assess rate of catch-up/gains.</p> <p>Summer 2021 Reschedule Y10 PPEs for 7 – 18 June to try and get some sort of summative data to base ALS and catch-up activities. 2 field trips for Y10 Geography to Salford Quays and Cleveleys. We are awaiting decisions about coursework and fieldwork for 2021 GCSE exams.</p>		
<p><u>Pedagogy enhancement Y7 - Y11</u></p>	<p>Purchase mini whiteboards (MWB), pens and stationery supplies for all pupils in Years 7 – 11.</p>	<p>Pupil packs issued to all pupils across all year groups. This action will enable staff to formatively assess the</p>	<p>CFY JBR</p>	<p>£3000</p>	<p>Spring 2021 We did not do any lesson visits in the spring term to see if pupils were using the equipment but all pupils were given an equipment pack</p>		

Formative feedback is one of the most effective strategies for improving pupil progress and the quality of teaching and learning in the classroom. (D.Wiliam / EEF research / Rosenshine)		understanding of all pupils in the classroom, without having to walk around the classroom. Packs will also allow ALL pupils to access remote learning.			when schools re-opened which included a MWB. Summer 2021 The spotlight week in maths showed MWBs were being used regularly but not as effective as they could be.		
<u>Access to wider reading Y7 - Y11</u> EEF: 'Improving Literacy in Secondary Schools' 2019.	Purchase additional tutor reading book sets to broaden the menu of books available and increase pupil engagement in the DEAL whole school literacy strategy.	Pupils are exposed to a greater number of words and challenging texts, developing a wider and more appropriate vocabulary range for subsequent use across the curriculum. Increased reading fluency/comprehension through teachers modelling how to read and using 'Think Aloud' and 'Reciprocal Reading' strategies.	CFY NSE CAH KPP	£3000	Spring 2021 The book sets purchased will include BAME authors to ensure a diverse menu for tutor reading. Summer 2021 We will order the books for pupils to use in September.		
<u>Pedagogy enhancement Y7 - Y11</u> Protecting curriculum time for all pupils given the impact of COVID-19 on learning and progress.	No pupils to miss lesson learning time in Year 11; 'Protect every lesson like it was their last' to avoid any further gaps in knowledge.	Closer monitoring of school calendar by SLT. Reduction in lessons missed by pupils unless activities have a direct impact on learning / closing the gap. Gaps in learning are reduced, with pupils spending more time in front of their teacher. Attendance to lessons shows an improving trend in all year groups.	PDE SLT	£0	Spring 2021 This strategy has very much been overtaken by COVID-19 related issues. Summer 2021 This strategy has very much been overtaken by COVID-19 related issues.		
<u>Pedagogy enhancement Y7 - Y11</u> Technology can help teachers model in new ways, and provide opportunities to highlight how experts think as well as what they do but may be most effective when used as a supplement rather than a substitute for other forms of modelling.	Purchase classroom visualisers for all classrooms to support the fact staff can no longer walk the classroom freely. Include staff training on how to use visualisers effectively in CPD schedule and follow up sharing best practice.	Visualisers available in all classrooms that are easily accessible when moving rooms. Visualisers become part of a teacher's typical pedagogy supporting with high quality T&L	PDE CFY LRN	£500	Spring 2021 Enable staff to model WAGOLLS from the front (staff cannot freely move around the classroom – Covid-19 RA) Summer 2021 During Spotlight weeks, in particular English, staff to model WAGOLLS from the front (staff cannot freely move around the classroom – Covid-19 RA)		

<p><u>Access to technology Y7 - Y11</u></p> <p>Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom.</p>	<p>Purchase 30 laptops and a laptop recharging trolley that can be portable to support any catch-up sessions around school as appropriate.</p>	<p>Pupils have improved access to technology throughout school in particular for online learning, in particular PP pupils. The laptops will also be used for after school catch-up sessions as part of the whole school initiative.</p>	<p>CFY</p>	<p>£12600</p>	<p>Spring 2021</p> <p>Additional laptops will be purchased and distributed to PP pupils who did not get one from the DfE scheme.</p> <p>Summer 2021</p> <p>As above</p>		
<p><u>Independent skills' development Y11 (2022)</u></p> <p>Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress.</p>	<p>Purchase study skills guides for all pupils in Y10 to ensure independent work and revision is enhanced for probable exams in 2022. Teachers to show pupils how to use the study skill strategies in their subject areas at least once every 2 weeks.</p>	<p>Pupils develop confidence in independent study and revision skills. Pupils have the knowledge and skills to generate bespoke revision timetables and strategies. Revision notes, cards and timetables will be randomly sampled across key groups of pupils for quality. Improvement in attainment and progress scores performance between PPEs and summer GCSEs.</p>	<p>KGY SES</p>	<p>£640</p>	<p>Summer 2021</p> <p>Study skills guides purchased for all Y10 pupils (2022 cohort). Pupils complete a study skills pupil voice to highlight the impact and identify areas that need to be developed in Y11.</p> <p>Autumn 2021</p> <p>Study skills workshops conducted with Y11 based upon initial audit with pupil voice re-taken. Skills development shared with parents at Y11 PE via live workshop.</p>		

Teaching assessment and feedback						Review	
Support Strategy & Rationale / Evidence	Specific Strategy	Intended impact and success criteria/Actions	Lead	Cost	Termly monitoring and impact	SP 21	SU 21
<p><u>Low stakes testing Y7 - Y11</u></p> <p>Feedback studies tend to show very high effects on learning. While it is important to understand the potential benefits of feedback, it is also important to be aware of the limitations of feedback as a teaching and learning approach.</p>	<p>Frequent low stakes testing to improve pupil assessment and feedback. Include how to effectively use low stakes strategies in school CPD programme for teachers and follow up sharing of best practice.</p>	<p>Improve identification of gaps in knowledge by more frequent and effective use of online platforms in lessons. Eg subject apps, LBQ, Seneca, Kerboodle, google forms, Kahoot. Gaps identified provide feedback for intervention. An upward trend in all year groups for pupils on or above target.</p>	<p>CFY KGY</p>	<p>£23270</p>	<p>Spring 2021</p> <p>Low stakes testing utilised by staff to ascertain pupils' starting points post lockdown.</p> <p>Summer 2021</p> <p>Feedback working party set up to drive forward the effective use of WCF sheets.</p> <p>Feedback key focus area for next year's CPD</p>		
<p><u>Literacy ability Y7 only</u></p> <p>'No More Marking' is an informed, national assessment approach that</p>	<p>The 'No More Marking' assessments to be completed by all Year 7 pupils in English in the autumn term 2020 with the</p>	<p>Identification of the ability of our new Year 7 cohort with regards to literacy (based upon additional robust data)</p>	<p>KGY NSE</p>	<p>£250</p>	<p>Spring 2021</p> <p>Pupils placed in more appropriate ability groups (parents notified) based upon secure and robust data as per the school setting and banding policy.</p>		

allows schools to standardise their pupils' writing against hundreds of schools nationally which helps to secure robust assessment protocols.	program continued in spring and summer terms.	and are placed in appropriate ability sets. Teachers have access to and therefore plan more effectively based upon the additional data (pupils' writing ages)			Summer 2021 Pupils complete summer term NMM with new data placed in SIMS and shared with teachers. Context folders updated by all Y7 teachers.		
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Transition support						Review	
Support Strategy & Rationale / Evidence	Specific Strategy	Intended impact and success criteria/Actions	Lead	Cost	Termly monitoring and impact	SP 21	SU 21
<u>Transition (Y7)</u> It is important that Y6 > Y7 is as smooth as possible. Especially in 2021.	Two days rather than one day of transition are allocated for Y6>Y7 in the summer term 2021. SENCo to support Yr 7 SEND pupils by visiting schools, meeting with all parents of SEND, before the start of term, gathering information for IEPs.	Ensure school primary strategy is effectively delivered by Y7 PL and APL. All new Y7 IEPs have been completed by 1 September and are centralised, as well as being included in all teachers' context folders. All IEPs of pupils currently on roll in Y8 – Y10 to be updated by 16 July.	PDE ELE JCS DSY	£0	Spring 2021 We have developed a school transition strategy. Following consultation with our Catholic primary partner HTs it has been updated for September 2021 cohort. Summer 2021 Transition Co-ordinator to visit pupils in 19 primary schools. SENCo to also ensure 'little step' days are coordinated with identified SEND primary pupils & families. Autumn Term 2021 All pupils report settling into life at secondary school with a smooth transition. (Pupil survey). The vast majority of parents report a smooth transition at Y7 settling in parents' evening. (Oct 2020)		
<u>Transition (Y11)</u> It is important that Y11 have a smooth transition into post 16 and continue to receive high quality CEIAG advice and guidance.	CEIAG Co-ordinator to effectively support all Y11 and work closely with local post-16 providers to ensure all pupils are aware of the curriculum offer and application process.	All Y11 to have a 1:2:1 CEIAG interview. All Y11 complete a personal statement and take part in a mock interview day or have a follow up interview. All Y11 complete at least 1 application to post-16 providers by May 2021. All Y11 secure a place at a post-16 provider on appropriate qualification and complete the course of study. NEET is at least in	KGY CBT	£0	Spring 2021 All Y11 have completed a CV and personal statement. Remote online career meetings with all Y11 pupils, beginning with the most vulnerable. Summer 2021 All pupils have made at least 1 application to a post-16 provider and transition support tracker completed by all Y11 teachers ready to share with the relevant provider in the Autumn term. Autumn 2021 All pupils have secured a post 16 place. Transition support is shared with the provider to ease transition and be used as a tool to minimise NEET and aim to be below NA.		

		line with, if not better than, NA					
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Targeted approaches							
<ul style="list-style-type: none"> One to one and small group tuition Intervention programmes Extended school time 							
One to one and small group tuition						Review	
Support Strategy and Rationale / Evidence	Specific Strategy	Intended impact and success criteria/Actions	Lead	Cost	Termly monitoring and impact	SP 21	SU 21
<p><u>One to One Y10 Catch up tutoring programme.</u> Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average.</p>	<p>Recruit a team of specialist qualified teachers to provide online / face to face 1:2:1 tutoring for MC ASAP.</p> <p>One to one tuition provided by external tutors be additional to, but explicitly linked with normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.</p>	<p>Identify pupils in Y10 that have fallen behind during COVID-19 pandemic in E/M.</p> <p>Aim to recruit enough external EM tutor time for 10 pupils in Y10 and 10 pupils in Y11 to have 1 hour 1:2:1 tutor session online per week after 5pm.</p>	<p>XBS CFY KGY NSE LRO</p>	<p>£40000</p>	<p>Spring 2021 Pupils in Y10 identified for 1-2-1 tutoring by E&M.</p> <p>Summer 2021 Pupils complete PPEs in all subjects and E&M. CL identify pupils for Covid-19 catch-up. 2 Eng. and 2 Ma. Tutors recruited and checks completed ready to start 1 September.</p> <p>Autumn 2021 Tutoring programme implemented with 90% of pupils engaging in 1-2-1 sessions. Autumn data shows an improving trend in pupils on and above target in E&M.</p>		
<p><u>Small group tuition Y11 only (2022 cohort)</u></p> <p>Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Tuition in groups of two has a slightly higher impact than in groups of three, but a slightly lower impact than one to one tuition.</p>	<p>Small group tuition for Y11 targeted pupils in mathematics and English.</p>	<p>High levels of pupil engagement. Correct identification and allocation of pupils to a tutor. Reduction in the gaps in learning. Improved percentage attainment at grades 4+ and 5+. Increased number of pupils working at / above GCSE target grades. Reduced NEET figure.</p>	<p>NSE LRO</p>	<p>£0</p>	<p>Spring 2021 (N/A due to COVID restrictions in Lockdown 3)</p> <p>Summer 2021 Due to TAGs and the impact of COVID we will not be putting this strategy into practice. We will plan to re-introduce our school Additional Learning Support for September in EM and across school based on Y10 PPE data.</p>		

Intervention programmes							
Support Strategy and Rationale / Evidence	Specific Strategy	Intended impact and success criteria/Actions	Lead	Cost	Termly monitoring and impact	SP 21	SU 21
<p><u>Targeted Academic Support Y7 - Y9</u></p> <p>The evidence indicates that, on average, pupils make two additional months' progress per year from extended school time and, in particular, through the targeted use of before and after school programmes. There is some evidence that disadvantaged pupils benefit more, making closer to three months' additional progress. There are also often wider benefits for low-income pupils, such as increased attendance at school, improved behaviour, and better relationships with peers.</p>	<p>Bespoke English & maths twilight learning for Year 7,8,9 pupils, specialists at the school delivering additional lessons online/ through teams and in person to targeted pupils.</p> <p>From 21 June, re-deploy EM TAs to complete EM catch up tutoring provision 1:1, 1:2 or 1:3 during the school day for pupils in Y7 and Y8. Y11 gained teaching time in EM will be used to deliver catch up with current Y9 pupils.</p>	<p>Pupils identified following baseline tests / department assessment systems. Access for targeted pupils to get small group support in specific areas. 6-week blocks per group identified. Pupils that are targeted to attend, have at least 90% engagement in sessions. Pupils to improve by at least one grade in target subject from baseline starting point.</p> <p>TA timetables are revised for the last 4 weeks of the summer term to focus more on EM catch up.</p>	<p>XBS NSE LRO KGY CFY</p>	<p>£0</p>	<p>Spring 2021 Data collected for internal review at the spring data drop. Data is used to highlight and start the targeted support.</p> <p>Summer 2021 Due to TAGs and impact of COVID we have decided not to go ahead with this strategy.</p> <p>Approximately 20 pupils in Y7 and 20 pupils in Y8 will start twice weekly catch up with EM TAs during the school day. A pilot survey will be completed before the end of term.</p>		
Extended school time							
Support Strategy and Rationale / Evidence	Specific Strategy	Intended impact and success criteria/Actions	Lead	Cost	Termly monitoring and impact	SP 21	SU 21
<p><u>Curriculum Catch-up (Y7 - Y10)</u></p> <p>We need a member of staff to co-ordinate the school catch up programme. They will work closely with pupils, parents and staff to ensure they catch up as soon as possible, especially in EM.</p>	<p>Ensuring pupils' work is quality assured, and support is made available to pupils not engaging in remote learning when isolating as a close contact.</p>	<p>All incomplete / poor quality work is caught-up after school with the help of learning coaches. English and maths prioritised initially. Pupils don't fall further behind their peers. Pupils complete all work set as if they attended school. Progress data shows a consistent progression path.</p>	<p>CFY EPL CLs</p>	<p>£9000 Autumn term</p>	<p>Spring 2021 Deploy a CS to focus on disadvantaged pupils catching up in EM who have been absent from school due to COVID.</p> <p>Summer 2021 Create a job profile and recruit Academic Mentor x 2 for 1 Sept to focus on catch up of disadvantaged pupils.</p> <p>Autumn 2021 All affected pupils complete catch-up in E&M following an absence, COVID and other related issues.</p>		
<p><u>Additional Learning Support (ALS)</u> <u>Y11 only (Cohort 2022)</u></p>	<p>Bespoke ALS program for Y10 pupils available 4 evenings per week with access to a subject specialist.</p>	<p>ALS allocation updated following data drops with pupils allocated to the areas where they are furthest</p>	<p>KGY CLs</p>	<p>£0</p>	<p>Spring Term ALS to restart before and after school in EM with TAs only.</p> <p>Summer 2021</p>		

<p>The Y11 ALS programme has been in place for 3 years and is reviewed each year. A variety of approaches have been used to provide additional support for pupils who need to fill gaps in learning or misconceptions.</p>		<p>behind. 90% pupil attendance at all ALS subject sessions. Improving trend in Y11 pupils that are on / above GCSE target grades.</p>			<p>ALS to restart before and after school in EM with TAs only. PPEs used to identify and select pupils for the ALS programme. List shared across CLs to ensure the allocations match the needs of the department.</p>		
<p><u>Academic Mentors (Y7-Y11)</u></p> <p>Academic Mentors are needed in school to support the academic progress of the PP pupils, in particular the most disadvantaged PP pupils. They will support their academic progress.</p>	<p>Appoint x2 AMs to post with job descriptions surrounding the academic progress of the PP pupils across all year groups</p>	<p>PP pupils to make progress in line with their non-PP peers with attendance levels in line with their non-PP peers</p>	<p>PDE</p>	<p>£58,238</p>	<p>Spring term Investigate the funding of the AM posts and create appropriate job descriptions</p> <p>Summer term Appoint x2 Academic Mentors to post to commence in September. Provide initial training to ensure a smooth start in September</p>		

Wider strategies

- Supporting parent and carers
- Access to technology
- Additional Support for SEND and Disadvantaged

Supporting parents and carers

Support Strategy and Rationale / Evidence	Specific Strategy	Intended impact and success criteria/Actions	Lead	Cost	Termly monitoring and impact	SP 21	SU 21
<p><u>Attendance (Y7 - Y11)</u></p> <p>Research shows that overall absence had a negative link to attainment, with every extra day missed associated with a lower chance of achieving 5 or more good GCSEs or equivalent at grades 9-4 including in English and mathematics.</p>	<p>Ensure the school attendance and punctuality policy is effectively implemented by the pastoral team across school. Introduce regular rewards for good / improved attendance.</p>	<p>Attendance has a higher profile with all stakeholders, especially SEND and disadvantaged pupils. Increase parent cooperation with some hard-to-reach families regarding attendance leading to an improvement in attendance figures. Rewards to be frequent and meaningful to pupils and parents.</p>	<p>JHL PLs</p>	<p>£1200 (£400 per term)</p>	<p>Spring 2021 Since 8 March, attendance across school has been variable but certainly significantly affected by COVID. Data reported to May '21 ECM.</p> <p>Summer 2021 Attendance continues to be difficult to accurately monitor and track. We are ensuring first day calls are made and all absences followed up by APLs</p>		

Access to technology

<p><u>Remote online learning support (Y7-Y11)</u></p> <p>Ensure remote learning is as effective as possible for all pupils and families. Remote learning will follow the normal school timetable for all pupils in all year groups.</p>	<p>We will use a combination of MS Teams and Show My Homework to deliver online remote learning.</p> <p>(See online remote learning school policy).</p>	<p>All pupils across all year groups are able to access remote learning either at home or onsite in school with minimal impact to the curriculum offer. Parents and pupils are effectively supported from an educational and welfare aspect. No pupils to fall behind, especially SEND and disadvantaged pupils.</p>	<p>CFY SLT CLs PLs</p>	<p>£6800 (2yrs)</p>	<p>Spring 2021 Policy followed for those pupils having to isolate due to COVID. Pupils not engaging online to be provided a place in school. (See COVID records of pupils onsite). APLs/PLs to inform staff of cases. APLs/PLs/CFY monitoring the setting of work on SMHW. Summer 2021 Teachers to continue to set work using SMH for pupils who are absent due to COVID. APLs and CLs to continue to monitor it is set as per the school timetable by all staff.</p>		
<p><u>Parental engagement (Y7 - Y11)</u></p> <p>Well-designed school communications can be effective for improving attainment and a range of other outcomes, such as attendance.</p>	<p>A new online system in place for parents' evenings in 2020/21 using school cloud. A COVID centre has been set up on the school website. The HT and SLT post weekly video messages to parents.</p>	<p>To ensure that the school – home partnerships remain strong during the COVID-19 pandemic and as we recover from the pandemic. To ensure parents are well informed and kept up to date with changes in government guidance and the implications for schools and families. A minimum of 90% levels of parental engagement across all parents' evenings in 2020/21. High levels of hits on video messages on the school website.</p>	<p>KGY XBS</p>	<p>£800</p>	<p>Spring 2021 Online system to be used for full parents' evenings rather than a pastoral update. High levels of engagement with 100% parents reached across platforms. Weekly HT update for current affairs and issues affecting MC with high number of views. Summer 2021 Complete and analyse pupil, parent and teacher surveys to help finalise key school priorities for 2021-22, including what things we may keep post COVID.</p>		
Additional Support for SEND and Disadvantaged							
<p><u>Additional Support for SEND pupils and families (Y7 – Y11)</u></p> <p>Evidence suggests that the impact of Covid-19 has hit the most vulnerable families the most, in particular SEND pupils and families. We have nearly 12/13% SEND on roll.</p>	<p>Weekly DSL meetings that focus on the vulnerable pupils as identified through various school monitoring and tracking systems will identify SEND pupils who are cause for concern and ensure we can put effective intervention in place ASAP to remove the barriers to learning.</p>	<p>Pupils and families all well supported to ensure the SEND pupils achieve at least as well as non-SEND equivalent. SENCos to ensure all EHCPs and IEPs are being put in place during pandemic for SEND. 5 SEND sampled by SLT and findings reported back to CL. Concerns in science were discussed with CL and SLT Link.</p>	<p>DSY CLs</p>	<p>£0</p>	<p>Spring 2021 TAs continued to support their allocated Year groups in lessons, at break and lunch (KKN- Year 7 & 9/ SCK- Year 8/ TWA Year 8/ TWD Year 10 & 11). SEND working party to share the findings from the SEN/PP work scrutiny and highlight what current staff needs are going forward. Summer 2021</p>		

	SEND TA timetable to be re-organised from 21 June to provide more focused support in EM in class and after school.	Staff are provided high quality advice and guidance by SENCo. SEND pupils are monitored and tracked daily and weekly by SENCo.			SENCo to ensure all EHCPs and IEPs take place during the summer term. SENCo to review pilot of additional focused support during the last 4 weeks of term.		
<p><u>Additional Support for Disadvantaged pupils and families (Y7 – Y11)</u></p> <p>Evidence suggests that the impact of Covid-19 has hit the most vulnerable families the most, in particular disadvantaged pupils and families. We have nearly 40% disadvantaged pupils on roll.</p>	Weekly DSL meetings that focus on the vulnerable pupils as identified through various school monitoring and tracking systems will identify disadvantaged pupils who are cause for concern and ensure we can put effective intervention in place ASAP to remove the barriers to learning. Please see the school pupil premium strategy for disadvantaged pupils.	PP school lead to ensure disadvantaged pupils do not fall behind any more than non-disadvantaged pupils during the pandemic. All staff are using the key KNOW and SAFE strategies to effectively support disadvantaged pupils remotely online at school and at home. During lockdown / self-isolation, disadvantaged pupils are provided with a food parcel each week.	PDE CLs BGY	£0	<p>Spring 2021 Disadvantaged pupils and families all well supported to ensure the pupils achieve at least as well as non-disadvantaged pupils of equivalent ability.</p> <p>Summer 2021 Disadvantaged pupils and families all well supported to ensure the pupils achieve at least as well as non-disadvantaged pupils of equivalent ability.</p>		
Support Strategy and Rationale / Evidence	Specific Strategy	Success criteria	Lead	Cost	Termly monitoring and impact	SP 21	SU 21
<p><u>Facilitating remote learning (Y7 - Y11)</u></p> <p>Studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months' progress. Technology should be used to supplement other teaching, rather than replace more traditional approaches.</p>	Pupils identified across all year groups with lack of adequate equipment or connectivity issues. Provide laptops and wireless connection devices for all pupils, particularly disadvantaged pupils and those identified as vulnerable.	All pupils have the necessary equipment to access remote learning opportunities. Provide pupils and families advice and guidance on how best to use MS Teams and SMHK. Ensure attendance at online live lessons and use of SMHK is high.	CFY PDE LRN	£5700	<p>Spring 2021 A survey is sent out to pupils to help identify who requires access to devices. This, along with intelligence from APLS/PLS, to identify who requires the 117 laptops allocated to school. PL / APL to co-ordinate the roll out and distribution.</p> <p>Summer 2021 Upon the return to face to face learning, devices to be kept by pupils most in need and others returned to school.</p>		
<p>Spend paid through PP: Spend paid through Covid Catch Up: Spend through School Budget: Total spend to date:</p>					<p>£70,838 £63,520 £33,140 £168,098</p>		