

**Catch Up Action Plan September 2020**

**Budget £89000**

Aim/Outcome	Action	Resources	Time scale																																
<p>Review the impact of school closure on pupils knowledge and understanding across the curriculum</p>	<ul style="list-style-type: none"> <li>• With subject leaders/ look back would have been covered in school while pupils were learning from home.</li> <li>• Adapt curriculum plans and teaching and learning strategies in light of what is discovered</li> </ul> <p><b>Review</b> Curriculum plans adjusted and readjusted following second school closure. This was particularly the case for GCSE and A level groups so as to allow for effective assessment for the awarding of Teachers Assessed Grades in Summer of 2021. Overall school results reflect the effectiveness with this was done despite the lost learning time and disruption to the normal school provision.</p> <p>A Level and Equivalent</p> <table border="1" data-bbox="533 786 1046 954"> <thead> <tr> <th>Year</th> <th>A*-B</th> <th>A*-C</th> <th>A*-E</th> </tr> </thead> <tbody> <tr> <td>2021</td> <td>46</td> <td>73</td> <td>99</td> </tr> <tr> <td>2020</td> <td>45</td> <td>74</td> <td>99</td> </tr> <tr> <td>2019</td> <td>40</td> <td>79</td> <td>98</td> </tr> </tbody> </table> <p>This shows standards maintained when compared to last year of full examinations as a form of assessment.</p> <p>GCSE</p> <table border="1" data-bbox="533 1134 1337 1342"> <thead> <tr> <th>Measure</th> <th>2019</th> <th>2020</th> <th>2021</th> </tr> </thead> <tbody> <tr> <td>5 GCSEs incl. English &amp; Maths Grade 4+</td> <td>68</td> <td>68</td> <td>75</td> </tr> <tr> <td>English Grade 4+ %</td> <td>82</td> <td>81</td> <td>86</td> </tr> <tr> <td>Maths Grade 4+ %</td> <td>72</td> <td>81</td> <td>85</td> </tr> </tbody> </table>	Year	A*-B	A*-C	A*-E	2021	46	73	99	2020	45	74	99	2019	40	79	98	Measure	2019	2020	2021	5 GCSEs incl. English & Maths Grade 4+	68	68	75	English Grade 4+ %	82	81	86	Maths Grade 4+ %	72	81	85	<p>Meeting and planning time Planning staff workload effectively £2000</p>	<p>September/October</p>
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Students in Y11 are well prepared for their GCSE examinations and have made up for any lost learning whilst working from home.	<ul style="list-style-type: none"> <li>• Ensure suitable resourcing of courses for Y11 teachers to support delivery of curriculum outside of normal reaching spaces. This might be particularly the case for those involved in subjects who require specialist resources</li> <li>• Ensure students have access to suitable remote learning platforms such as GCSEPod, MyMaths etc to support with independent study</li> <li>• In core subjects as a priority identify provide additional learning opportunities for those students either identified as needing additional support /intervention. This may be withdrawal where appropriate from core PE additional after school sessions</li> </ul> <p>See above evidence</p>	Additional teaching periods, staffing, resources £15000	Autumn Term /Spring Term
Curriculum Support	<ul style="list-style-type: none"> <li>• Subject leads to bid for funds to support curriculum delivery in the context of the new normal arrangements at schools. Resources to allow students to access aspects of the curriculum that they may have missed out on , support further remote learning or support adaption to current curriculum</li> </ul> <p>This has been effective for Y11 and Y13 as demonstrated above. Current Y11s are being assessed further in addition to end of year assessments from the Summer Term to identify gaps. See Recovery Plan</p>	See individual bids from depts. £15000	Autumn and Spring Term
In addition to the above Identified disadvantaged and vulnerable students are provided with additional 1:1 tutoring.	<ul style="list-style-type: none"> <li>• The provision is subsidised by the National Tutoring Programme</li> </ul> <p>This proved difficult to set up due to some unreliability of tutoring agencies leading to delays. Became more effective but will be relaunched as part of Autumn Term Recovery Plan</p>	Management time to recruit tutors and schedule 1-2-1 £10000	This provision will be available from November 2020

Y7 Transition	<ul style="list-style-type: none"> <li>From Baseline testing identify those with reading ages that are such that accessing the secondary curriculum will be a significant challenge. The aim will be to expand the scheme that already exists</li> </ul> <p>Year 7 analysis: Reading Age In October there were 30 students with RA of less than 09:06 years; eight months later by July this was reduced to 11 students. In October there were 56 students with RA over 15:00 years; by July this was increased to 77 students.</p> <p>Year 8 analysis: Reading Age In September 2019 there were 34 students with RA of less than 09:06 years; 22 months later by July 2021 this was reduced to 9 students. In October there were 62 students with RA over 15:00 years; by July this was increased to 113 students.</p> <ul style="list-style-type: none"> <li>Recruit new Transition manager to support ACo for Y7 in helping new cohort settle into secondary school after long period of not attending school</li> </ul> <p>Appointment made and person in post had a case load of students to work with. Supporting them in successfully settling into secondary school following the school closure in their Y6</p>	Additional staffing requirements £5000	
Additional support and mentoring for NQTs.	<p>Training period was reduced so they will need additional support improve the quality of their teaching. Additional training needs to be identified in first half term and suitable additional training sourced.</p> <p>Wherever possible give NQTs further reduction in their teaching load as a result of loss of training time.</p>		Autumn Term /Spring Term
Where possible in Y11 look to reduce class sizes for key groups	<p>Allow for small group tuition . Skills and content delivered in conjunction with what is being taught in lesson</p> <p>Withdrawal was most effective in maths</p>	Additional staffing- suitable HLTa in En/Sc £15,000	Maths from November 2020 English and Science from December 2020(?)

	Recruiting suitable staff for English and science proved challenging		
Post 16 study support periods	For Y12 especially timetable compulsory study support sessions to help establish good learning habits especially for those students who have been identified as potentially have the weakest learning habits as a result of school closure This was in place for the academic year and provided good structured time for Y12 and Y13 students. It success is reflected in Y13 outcomes	From existing staffing but has implications for cover £8000	September 2020
Additional teaching periods for Y13	Where staffing allows add in additional teaching periods for Y13 to make up for missed time Impact was minimal overall except in a small number of subjects where this was possible on a regular basis	From existing staffing but has implications for cover. £5000	September 2020 in some areas
To support good learning atmosphere in zones add in additional patrols from middle leaders	Support with behaviour management / conducting learning walks Bubbles and the accompanying issues of staff absence , supply and cover teachers meant that this was a very valuable resource in maintaining a purposeful learning environment. Incidents of low level disruption, detentions and exclusions remained broadly in line with previous years. Clearly the unsuitable nature of zoning the school in this way impacted on teaching and learning especially in the younger years but the additional resource added here helped to mitigate this. Students have returned in September with attitudes similar to pre pandemic schooling on a general level	Management time £5000	September 2020
Use of Microsoft Teams for Remote Learning as a result of full, partial, small group or individual absence from school	Ensure staff and students are confident in the use of Teams so that blended learning can occur allowing for further work to be set as catch up and avoiding further loss of learning time Results from parental surveys indicated high levels of satisfaction for the provision of remote learning. This is reflected in the outcomes for Y11 and Y13 and the generally positive attitudes displayed on return from most students both after school closure and in September reflecting, on the whole continued engagement, in learning.	Training time resources	Begun in Summer Term 2020 and continuing

<p>Optimum access to specialist rooming to support curriculum</p>	<p>Risk Assessments for individual areas Supported by deeper cleaning at scheduled times by site staff/cleaners Allowing students access to necessary resources and equipment to catch up work and avoid further loss of learning and curriculum time. During the Summer Term the school operated with almost full access to specialist rooms whilst maintaining Covid restrictions. This took an immense amount of work teachers the site and cleaning staff,</p>	<p>Additional cleaning resources</p>	
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**Costs estimated at the time of writing.**

**School Closure in Spring Term meant that some actions did not require full spend**

**£30,000 carried forward for Recovery of Lost learning from September 2021.**