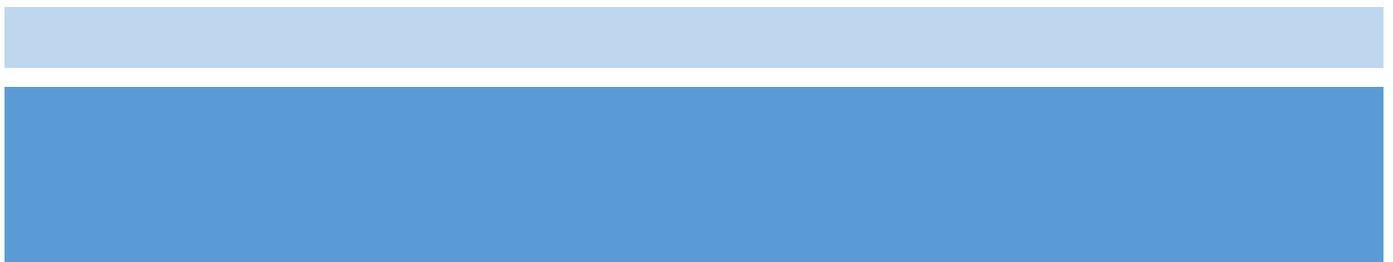


Scalby School

Being the best we can be

Catch up Funding Action Plan 2020 - 2021



INTRODUCTION & PURPOSE

This policy and action plan sets out Scalby School's approach to using the catch up premium announced in June 2020 in response to the COVID-19 closures. It also outlines how the school plans to utilise the catch up funding to effectively raise standards and close any knowledge gaps.

At Scalby School we recognise the importance of ensuring all pupils, whatever their background or circumstance, are provided with a quality and relevant education. This will ensure that all pupils are equipped with the knowledge and skills they will need to succeed in life beyond School.

We estimate for the Year 2020 – 2021 the school will receive £80 per pupil which currently equates to £80,080 in funding. Current budgeted spending is £69,854.92.

AIMS & OBJECTIVES

The DFE along with the EEF have published guidance for schools regarding the support which could be provided to pupils following the COVID-19 closures. This guidance has formed the base for this action plan and is set out below.

Key Aim:

- To ensure missed time through school closure is caught up and all pupils have the support they need to make up for lost teaching time

Success Criteria:

- Ensure all pupils have access to support based on the guidance from the DFE and EEF
- Continue to develop the blended teaching approach with all staff
- Support the remote learning offer through ensuring all students have appropriate equipment required
- Support the remote learning offer through teacher CPD to ensure remote teaching is effective and the strategies have been developed and honed
- Students requiring specific interventions are given opportunity to follow a structured extended day programme
- A planned 1-2-1 support programme is in place and is effective
- Small group tuition supports the whole programme of catching up for lost learning
- Parents are engaged in the remote learning and curriculum that is planned for students and can support them whilst learning from home
- Students are able to overcome barrier to access this support through transport or resources where necessary
- Pastoral support is put in place for any student who for whom this may be necessary
- Reading interventions are continued and their impact monitored
- Communication with parents is developed to ensure continued engagement and support for students in particular in year 11

GUIDANCE

The DFE and the EEF have produced the following guidance on the spending of the Catch up funding:

1. Support

Supporting great teaching

Great teaching is the most important lever schools have to improve outcomes for their pupils. Ensuring every teacher is supported and prepared for the New Year is essential to achieving the best outcomes for pupils. Providing opportunities for professional development—for example, to support curriculum planning or focused training on the effective use of technology—is likely to be valuable. Almost all schools will also have made significant adjustments to organisational and logistical aspects of school life. Ensuring teachers have training and support to adjust to these changes is likely to improve the quality of teaching as all pupils return to school. Early career teachers, who may have had opportunities to develop their practice curtailed by school closures, are particularly likely to benefit from additional mentoring and support.

Pupil assessment and feedback

Assessment can help teachers determine how to most effectively support their pupils. Every pupil will have been affected differently by Covid-19. Setting aside time to enable teachers to assess pupils' wellbeing and learning needs is likely to make it easier for teachers and other school staff to provide effective support. For example, subject-specific assessments might be used to identify particular areas where pupils have forgotten or misunderstood key concepts, to ensure that new material being covered builds on secure foundations. Standardised assessments in literacy or numeracy might be used to identify pupils who would benefit from additional catch-up support. Providing pupils with high-quality feedback, building on accurate assessment, is likely to be a particularly promising approach.

2. Targeted Support

One to one and small group tuition

There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. To be most effective, creating a three-way relationship between tutor, teacher and pupils is essential, ensuring that tuition is guided by the school, linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback. As a rule of thumb, the smaller the group the better. However, both small group and one to one tuition can be effective catch up approaches. Tuition delivered by qualified teachers is likely to have the highest impact. However, tuition delivered by tutors, teaching assistants, or trained volunteers can also be effective. Where tuition is delivered by teaching assistants or volunteers, providing training linked to specific content and approaches is beneficial.

Intervention programmes

In order to support pupils who have fallen behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary. A particular focus for interventions is likely to be on literacy and numeracy. For example, there is extensive evidence showing the long-term negative impact of beginning secondary school without secure literacy skills. Programmes are likely to have the greatest impact where they meet a specific need, such as oral language skills or aspects of reading, include regular sessions maintained over a sustained period and are carefully timetabled to enable consistent delivery. Interventions might focus on other aspects of learning, such as behaviour or pupils' social and emotional needs, or focus on particular groups of pupils with identified special educational needs or disabilities.

Extended school time

In some cases, schools may consider extending the length of the school day; for example, to provide additional academic or pastoral support to particular pupils after school. There is some evidence that extending school time can have a small positive impact on learning as well as improving other outcomes, such as attendance and behaviour. However, to be successful, any increases in school time should be supported by both parents and staff.

3. Wider Strategies

Supporting parents and carers

Parents have played a key role in supporting children to learn at home and it will be essential that schools and families continue to work together as pupils return to school. Schools have provided extensive pastoral support to pupils and families throughout the pandemic. Additional support in the new school year could focus on providing regular and supportive communications with parents, especially to increase attendance and engagement with learning. There is a risk that high levels of absence after the summer pose a particular risk for disadvantaged pupils. Providing additional books and educational resources to families over the summer holidays, with support and guidance, may also be helpful—for example, offering advice about effective strategies for reading with children.

Access to technology

Pupils' access to technology has been an important factor affecting the extent to which they can learn effectively at home. In particular, lack of access to technology has been a barrier for many disadvantaged children. As all pupils return to schools, technology could also be valuable; for example, by facilitating access to online tuition or support. Some schools might find it helpful to invest in additional technology, either by providing pupils with devices or improving the facilities available in school. To support learning, how technology is used matters most. Ensuring the elements of effective teaching are present—for example, clear explanations, scaffolding, practice and feedback—is more important than which form of technology is used. In addition, providing support and guidance on how to use technology effectively is essential, particularly if new forms of technology are being introduced.

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ACTION PLAN

| Priority | Strategy | Cost | Outcomes / Evidence |
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| Support | Sharing of strategies from the closing the gap action plan to continue the development of high quality teaching. | Taken from PP action plan | <ul style="list-style-type: none"> • Departmental ATL standardisation identifies students requiring support • Intervention groups planned • Staff complete CPD programme organised as part of the whole school CPD package • Monitoring of student attendance at interventions • Observations and walk through feedback • Review of departmental curriculum planning • GCSE exam results |
| | Use of staffing to allow smaller group teaching in identified curriculum areas. | Taken from PP action plan | |
| | Continued CPD for staff to develop the blended learning training supporting teachers to plan the remote learning offer should it be needed. | £250 cost of CPD package from PiXL. | |
| | Use of SMID and departmental tracking systems (possibly pupil progress) following assessments to allow easy identification of students requiring further support. | Taken from PP action plan | |
| | Continue to develop the role of the RSL to track and monitor the support being offered across the school. | Cost of whole school staffing - RDA | |
| | Corrective reading CPD from DI hub as part of the KS3 project. | £800 to POF literacy fund | |
| Targeted Support | Provide small group or 1-2-1 sessions for identified students in core subject areas | Cost of whole school staffing and current use of PP funding | <ul style="list-style-type: none"> • Students are clearly identified for targeted support and their progress monitored • Student ATL reports • Development of student literacy skills • Impact report from literacy projects |
| | Brilliant Club selection and use to help nurture students aspirations of university attendance. | £65 per student 4 groups of 6 students (12 Yr11 & 12 Yr10) Total cost £1560 | |
| | Organise and set up targeted curriculum adjustments to allow extra teaching time in core subjects. | Cost of whole school staffing | |
| | Following ATL reporting cycle, curriculum areas will design their group lists and | No cost as staff volunteer time | |

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| | sessions to support small groups of students with their knowledge gaps. | for booster programme Maybe a small cost as core have been paid? | <ul style="list-style-type: none"> • Student surveys regarding reading and transition • Staff able to checking marking performance against national benchmarks • Further education applications and attendance • GCSE exam results |
| | SEN students to be identified through ATL reports for targeted support based on their individual needs. | Possible use of 1-2-1 tutors Budget £5000 | |
| | Design and set up of a core subject extended day programme to allow all students in year 11 to access addition support to close the gap created by lost learning through the pandemic. | £39.21 per hour for staffing £2000 for transport to support access Budget £22,000 Refreshments £500 | |
| | Continue to develop reading strategies in year 7 and 8 with the use of book buzz and literacy strategies. | £300 | |
| | Support for Y6 literacy transition project, all Y6 students given a book that then links to the Y7 curriculum. | £700 | |
| | Corrective reading KS3 vocab project and student work books to support the project. Link to CPD for staff from DI hub on corrective reading. This is a 1-2-1 tuition project. | £240 | |
| | Use of exam board services to run and mark mock papers in selected curriculum areas to reduce workload but also to gauge performance against national assessment. | First use in History? Budget £3000 | |
| | Mentor time reading project across all year groups | £3000 for EVI to complete the OA project | |
| | Food ingredients to allow the restart of practical sessions following the CLEEPS risk assessment | £185 x 8 = £1480 | |
| Wider Strategies | Access to technology where necessary to allow remote learning and support for students during self-isolation or school closure. | Purchase of 73 Chrome books with licences @ £239.04 £17,449.92 | <ul style="list-style-type: none"> • All students across the school and age range have access to |

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| | <p>Additional pastoral support through the employment of an extra head of year. This will allow regular contact with parents and the support required for pupils who have additional needs on their return to school.</p> | <p>50% cost of salary for MCO. £12,575</p> | <p>the appropriate technology allowing remote / home learning</p> |
| | <p>Development of ParentApp communication system.</p> | <p>Currently paid by IT budget £1000 if required?</p> | <ul style="list-style-type: none"> • Additional support for both students in school and at home through regular communication with pastoral team • Communication via new methods is developed and in use and becoming more effective • Possible use for virtual parents evening / open evenings |