

**Catch Up Funding Strategy**

**This should be read alongside school's SIP and the Education Endowment Foundation guide 'Supporting School planning: a tiered approach to 2020-21'**

Catch Up Funding Pupils on roll - 1034 <b>Income £82,720</b>	
<b>Actions</b>	<b>Cost</b>
Upgrade of existing hardware	£16,500
Academic Mentors x 3	£84,444
AAHT – Virtual Learning	£15,000
Rewards	£3,000
<b>Total</b>	<b>£118,944</b>
Overspend	£36,244

**Teaching**

School self-evaluation during and post lockdown created a new T&L focus: **AAE**: a focus on all lessons at all key stages containing primarily the skills of  
Analysis  
Application  
Evaluation  
with the delivery of content through virtual pre learning

Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Review Date £
Develop further our whole school teaching strategy by developing our virtual learning pedagogies that improve student independence, raise achievement across all Key Stages and supports remote learning (cf SIP 2020-21)	<p>Launch AAE and virtual learning to students and parents through letters and Loom videos</p> <p>Launch AAE with Middle Leaders so they are skilled and empowered in launching it with their teams</p> <p>Through CPD, develop teachers' toolkits for how to teach AAE across the school</p> <p>Develop our coaching feedback so that drop ins and feedback sessions support and develop teacher practice</p> <p>Develop our work scrutiny so they focus on interviews with students</p>	<p>Analysis during lockdown of student access online</p> <p>Anecdotal reporting by students and parents</p>	<p>Funding will ensure physical provision of hardware</p> <p>This is integrated into a school T&amp;L strategy (AAE) which means its use is monitored by classroom teachers</p> <p>Analysis of drop ins will show effective AAE which means students have used and harnessed benefits through pre learning activities</p> <p>Appoint an Associate AHT with responsibility for developing ICT infrastructure to ensure this (a member of the T&amp;L team)</p>	NKO/AJ	<p>End Oct 20</p> <p>End March 21</p> <p>May 21</p>

	<p>who can reference both books and Google Classroom work</p> <p>Embed collaborative working practices between Middle Leaders so they can showcase and share best practice as well as support each other in developing their departments.</p> <p>Embed our 5 week coaching support programme for teachers who need individualised support</p>				
<b>Supporting assessment</b>					
<b>Desired Outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff Lead</b>	<b>Review Date £</b>
Ensure all students have access to learning resources to ensure lost learning, misunderstood content are addressed	<p><b>Post September assessment:</b> Review online learning resources to ensure students are signposted to and have access to resources which can be used to address any misunderstanding in leaning</p> <p>Deploy academic mentors for targeted intervention</p> <p>Further invest in Google Classroom</p>	<p>Analysis during lockdown of student access online</p> <p>Anecdotal reporting by students and parents</p>	<p>Planned assessment end September after a period of re teaching on return to school</p> <p>Analysis of data from assessment end September to identify areas of misunderstanding and ensure appropriate interventions and support</p>	<b>NKO</b>	<p><b>OCT 20</b></p> <p><b>MAR 21</b></p> <p><b>JULY 21</b></p> <p>3XAM = £84,444</p>

	infrastructure to ensure access for all stakeholders		<p>Clear calendar of whole school <b>synoptic</b> assessment at each key stage</p> <p>Curriculum vision, intent and implementation are underway (year 3 of three-year strategy)</p> <p>Analysis of drop ins will show effective AAE which means students have used and harnessed benefits through pre learning activities</p> <p>Appoint an Associate AHT with responsibility for developing ICT infrastructure to ensure this (a member of the T&amp;L team)</p>		
<b>Targeted academic support</b>					
<b>Desired Outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff Lead</b>	<b>Review Date</b>
<b>Exploit effective assessment practices to ensure lost learning, misunderstood content are</b>	<p>In line with strategy, ensure assessment takes place end September after period of re teaching following return to school</p> <p>Analyse data from assessment end September to identify areas of</p>	<p>Guidance (EEF) is clear on need to assess sensitively the impact COVID closure has had on student learning</p> <p>Important to diagnose difference between learning which has been forgotten</p>	<p>Ensure balance between standardised assessment and class based diagnostic assessment</p> <p>Ensure sessions are monitored over a sustained period and are</p>	<b>NKO/BS</b> 3XAM = £84,444	<b>OCT 20</b> <b>MAR 21</b> <b>JULY 21</b>

<p><b>addressed for some students through high quality focussed interventions</b></p>	<p>misunderstanding and ensure appropriate interventions and support</p> <p>Use funding to employ academic mentors to provide targeted interventions</p> <p>Review online learning resources to ensure students are signposted to and have access to resources which can be used to address any misunderstanding in leaning</p> <p>Enrol for the national tutoring programme</p>	<p>Government initiative</p>	<p>brief (up to 45 minutes) Timetable is published and available to staff, students and parents</p> <p>Ensure sessions are monitored over a sustained period and are brief (up to 45 minutes) Timetable is published and available to staff, students and parents</p>	<p>Funding TBC from Govt and this may come from the identified catch funding. Est: £80,000</p>	
<p><b><u>Supporting remote learning</u></b></p>					
<p><b>Desired Outcome</b></p>	<p><b>Chosen action/approach</b></p>	<p><b>What is the evidence and rationale for this choice?</b></p>	<p><b>How will you ensure it is implemented well?</b></p>	<p><b>Staff Lead</b></p>	<p><b>Review Date £</b></p>

Ensure access to technology, particularly disadvantages students	<p>Ensure all students have access to online resources through investing in Chrome books for all students.</p> <p>Ensure all students have access to appropriate hardware away from school Survey all students to conduct a hardware audit</p> <p>Identify level of need and associated cost to give each student in need access to hardware</p> <p>Set up loan scheme of hardware to support students during RTS and any future lockdown periods</p> <p>Have an upgrade programme for in school hardware to support preparation of high quality Implement AAE strategy</p>	School self-evaluation during and post lockdown created a new T&L focus: <b>AAE</b> : a focus on all lessons at all key stages containing primarily the skills of <b>A</b> nalysis, <b>A</b> pplication and <b>E</b> valuation with the delivery of content through virtual pre learning	<p>Analyse data from assessment end September to identify areas of misunderstanding and ensure appropriate interventions and support</p> <p>Analysis of drop ins will show effective AAE which means students have used and harnessed benefits through pre learning activities</p> <p>Appoint an Associate AHT with responsibility for developing ICT infrastructure to ensure this (a member of the T&amp;L team)</p> <p>Use funding to employ academic mentors to provide targeted interventions</p>	NKO/AJ/H ODS	<p>End Oct MAR 21</p> <p>AAHT = £15,000</p> <p>3XAM = £84,444 Upgrade of hardware: £16,500</p>
<b>Wider strategies</b>					
<b>Desired Outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff Lead</b>	<b>Review Date £</b>
Ensure Year 6 to	Create a cohesive and well bonded	Published government guidance	Use funding to employ	NJ	End Oct 20

7 students make a smooth transition to SASS and areas of missed learning and misconception are addressed	year group with a true sense of togetherness and focussed on learning All day workshops focussed on team building and bonding involving all students and tutors	focusses on the need for school to be conscious of this on the return to school as Year 7 begin secondary	academic mentors to provide targeted interventions  Year 7 attendance is in excess of 97% Student voice shows the vast majority (>90%) are very happy at SASS Rewards for year 7 are in excess of Negative behaviours are		End March 21 May 21 3XAM = £84,444
All students have a positive attitude to learning, are engaged and have high attendance	Ensure clear systems are in place	Internal tracking during lockdown shows a small minority of students engaged less well with online learning  Published government guidance focusses on the need for school to be conscious of this on the return to school as Year 7 begin secondary	Use funding to employ academic mentors to provide support for any disengaged students or those disaffected	NJ	End Oct 20 End March 21 May 21
Ensure that our inclusion practices enable all members of the school community to flourish cf: SIP 2002-21	Embed the new SEN staffing structure including training opportunities and team development Establish and the develop the role of the SASS Hub as an alternative pathway for students Reconfigure the role of the BPO to be first line support to all year groups Support programme for year 7 transition using BASS reports, EHCPs	Already complex SEN profile in school with 90 students with EHCP  Mindful of the need to support vulnerable students on return to school, remembering that the vast majority will be excited to return	Attendance for students with EHCP will exceed national  P8 for low ability students will be in excess of +1  Drop ins will show that staff use IEPs well and know students well and support them effectively		

	and Annual Reviews, outside professional reports, primary school information		Drop ins will show that LSA s are deployed well in the classroom		
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