

COVID Catch Up Premium

Budgeted cost: £83,040

Activity	Evidence that supports this approach
<p>TARGETTED ACADEMIC SUPPORT:</p> <p>All students have been provided with laptops, dongles and the relevant hardware to allow all students to have access to remote learning when necessary.</p> <p>Retrieval Practice strategies have been introduced which are linked to key 'knowledge gaps' as part of the curriculum. Students complete these outside of school hours and are provided with the relevant equipment.</p> <p>Hard Work scores and Retrieval Practice engagement is reviewed every two weeks and additional support is provided to students as and when required</p> <p>RAG meetings every week specifically identify those Y11 students who require additional teaching time in English, maths and science as well as their Option Subjects via an additional 45minute Option Subject Boost session 3 times a week.</p>	<p>Ensuring students had and still have access to relevant remote technology was essential to ensuring access to the remote curriculum throughout the pandemic and is still essential to ensuring they access our retrieval practice strategy.</p> <p>Reference to Sir Kevan Colins School Recovery recommendations which included giving students more dedicated time to both the academic curriculum and enrichment curriculum and the EEF School Improvement Planning toolkit for 2021/22 as well as using the OfSTED framework and the research that underpins this we have attempted to strategically interweave both aspects of the academic, life chances and enrichment curriculum so we develop the overall schema of learning for all students to support their retention of knowledge.</p> <p>We use specific information from student assessments on a daily, two weekly and half termly basis to strategically place students in additional English, maths, science and option subject sessions. These groups can be small group or large group teaching sessions. We use research relating to the quality of teaching and not the size of the group as we feel this has a much larger effect size (Hattie) We do not use external one to one provision as again we believe the research points us towards teacher credibility and quality of teaching as having larger effect sizes on student learning / achievement (Hattie).</p>
<p>TIME:</p> <p>An extended school day has been put in place for 2021/22. This gives students access to more time in their academic subjects when they need it most (Y11) and a range of enrichment opportunities are available for all students each night of the week</p>	
<p>STAFFING / HIGH QUALITY TEACHING:</p> <p>We have used our existing staff to provide the additional time to support students in their academic and enrichment programmes.</p> <p>We have concentrated on the teaching strategies we know will have the greatest impact on helping students retain knowledge and make connections. Collaborative planning sessions and staff CPD allow us to develop our 'Big 10' more consistently.</p> <p>We have introduced specific instructions via our 'What to Do' strategy on the most effective ways to teach SEND in the classroom. These are linked to the EEF recommendations as part of the school improvement planning toolkit</p> <p>We strategically deploy our Teaching Assistants where capacity allows</p>	<p>Again, with reference to Sir Kevan Collins proposals and the three point strategy linked to this and supported by the Education Endowment Foundation (EEF) we have concentrated on continually improving our daily teaching practice via our 'Big 10' philosophy which incorporates the teaching strategies that have the biggest impact on student learning. These strategies are taken from a range our sources including the international EEF research from John Hattie, Doug Lemov and the EEF (Teaching and Learning Toolkit).</p> <p>We have also used our existing staff to provide additional teaching time to students in Year 11 and personalising our curriculum to give them more time in the subjects where they have the greatest knowledge gaps at the time they need it the most.</p>
<p>STAFFING / WIDER STRATEGIES:</p> <p>We have invested in additional pastoral support via our DEEP Support team. Additional counsellors have been recruited and additional</p>	<p>Using research linked to SEL, Well-being and mental health via the EEF's school improvement planning tool for 2021/22 we have developed greater capacity in our DEEP Support team to provide bespoke and targeted interventions with our young people as well as developing</p>

<p>time has been given on the curriculum to our Life Chances Programme which includes support from external providers related to Mental Health and Wellbeing, careers and aspirations and inspirational encounters built into the strategic organisation of the curriculum.</p>	<p>curriculum solutions via additional time given to our life chances curriculum and additional enrichment time every week.</p>
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