

Catch Up Funding Plan 2022-23

Academy	Landau forte QEMS	Allocated Catch up funding	£67,068
Number on roll	889	Allocated Funding for school led tutoring	£26,000

STRATEGY STATEMENT

Due to the unprecedented disruption to the education of students as a result of coronavirus the government has allocated funds to close the gap between those most affected by the pandemic. The DfE has set out the following Curriculum Expectations, to ensure that all pupils – particularly disadvantaged, SEND and vulnerable pupils – are given the catch-up support needed to make substantial progress by the end of the academic year.

- Education is not optional - All pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.
- The curriculum remains broad and ambitious - All pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment.
- Remote education - DfE asks that schools meet the following key expectations:
 1. Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content. In particular, schools may consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading.
 2. Return to the school's normal curriculum in all subjects by summer term 2022.
 3. Plan on the basis of the educational needs of pupils. Curriculum planning should be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills.
 4. Develop remote education so that it is integrated into school curriculum planning.

Schools should set out how they will allocate the additional funding to support curriculum recovery this academic year. The EEF guidance suggests a 3-tiered approach:

<p>Teaching</p> <ul style="list-style-type: none"> • High-quality teaching for all • Effective diagnostic assessment • Supporting remote learning • Focusing on professional development 	<p>Targeted academic support</p> <ul style="list-style-type: none"> • High-quality one to one and small group tuition • Teaching Assistants and targeted support • Academic tutoring • Planning for pupils with Special Educational Needs and Disabilities (SEND) 	<p>Wider strategies</p> <ul style="list-style-type: none"> • Supporting pupils' social, emotional and behavioural needs • Planning carefully for adopting a Social and Emotional Learning curriculum • Communicating with and supporting parents • Supporting parents with pupils of different ages • Successful implementation in challenging times
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Teaching and Whole School Strategies			
Year group	Actions	Intended Impact	Cost
Holiday catch up	<p>Mon-fri sessions (morning or afternoon) during the school breaks or during summer</p> <p>Easter School provision</p>	<p>Increase provision for specifically identified students</p> <p>Analyse the data and specifically invite key students</p> <p>Open up to all pupils</p>	<p>£150 per session per teacher</p> <p>£3500 budget</p>
Lengthening school day	<p>To provide short focused and targeted intervention sessions for ALL year 11 students</p> <p>Data driven targeting and timetabled lessons with fully qualified staff</p>	<p>Additional sessions for year 11 on 4 days a week Monday - Thursday</p> <p>Additional pastoral support could be offered in these times. Evidence from EEF shows it can lead to small improvement in academics, attendance and behaviour</p>	No cost
CPD	<p>To support staff in their development and understanding of the nature of the difficulties students face</p> <p>Analysing curriculum to ensure recovery curriculum is accurate and embedded within the curriculum maps</p> <p>Prioritising high quality training for teaching in classrooms.</p> <p>Deep subject knowledge and flexible understanding of curriculum.</p> <p>Excellent assessment is key to excellent teaching – helping teachers know what pupils know and don't know.</p> <p>Use of coaching models to provide incremental improvement</p>	<p>Great teaching in the classroom leads to the best possible outcome. Upskilling the workforce to be able to deliver better lessons and more effective assessment will lead students catching up with missing curriculum</p>	No cost (Time)
Virtual delivery models and blended learning approaches	<p>Ensure consistent refresher training updates for staff, especially for hybrid lessons where some pupils may have to isolate</p>	<p>The likelihood of a second closure or partial closure is even now a risk that would cause student to fall behind further. Engaging and motivating online delivery models to work in conjunction with schools current methods for virtual learning to increase engagement</p>	No cost (Time)
Total cost £3500			

Targeted Strategies			
Year group	Actions	Intended Impact	Cost
Recruitment of catch up co-ordinator (FT role)	Member of staff responsible for the implementation of catch up strategies, including co-ordination of reading tests, Lexonics, Sparx maths, liaising with SEND team and co-ordinate the delivery of external tutoring with our NTP partner	Students targeted for appropriate catch up interventions based on needs, this will allow all students to better access our curriculum and therefore accelerate progress.	£20,270
Support Y11 and Y13 with exam preparation	Employ Elevate education to work with Y11 and Y13 students to improve metacognition	Students to be better prepared for their first set of external exams Students to be better independent learners, and have clear effective, evidenced based methods available to them to improve their exam grades	£2500
School led tutoring	To provide small group and one to one tuition. Tutoring partners will be placed within specific directorate (Maths & English) and work directly with Middle leaders to identify high need students and identify Middle leaders will work with NTP partners to ensure an effective provision.	Connexus education will provide additional support to schools to help disadvantaged pupils whose education has been most affected by school closures. Students to be allocated tutoring following data capture Subject teachers/Subject leaders/SLT to liaise with each other to ascertain which students would benefit from tutoring in which subjects. Parents/carers to be briefed on how NTP works and how they can support their child in making it effective Using 2 tutors from Connexus Education (1 Numeracy/1 Literacy running two consecutive 15 hour programs) High proportion of the identified students will be from PP and SEND cohorts	£26,000
Lexonic	A unique, research-based programme leveraging metacognition, repetition, decoding and automaticity, Lexonik Advance trains learners to develop phonological awareness and make links between unknown words using common prefix, root word and suffix definitions. Delivered in six one-hour, teacher-led sessions, Lexonik Advance works for ALL learners regardless of age or ability. Delivered on a 1:4 teaching ratio. Two-day in-house, or remote, teacher training workshop Nationally standardised assessment (for pre and post testing) Delivery and teaching materials Access to online teaching support Ongoing account management and regional trainer support Use of Star reader to identify students with below average reading ages	Extensive evidence shows the insecure literacy skills at the beginning of secondary school leads to poorer examination results at the end of their schooling.	Subscription (student numbers based) Est £5000
Star reading tests	Age related reading tests to establish reading ages and provide timely support where required	Rapidly increase the reading ages of those students below age related expectations	Subscription (student numbers based) Est £5000
Sparx maths	Online maths program covering all topics up to KS4. Used in Maths for homework but will allow students to practice basic number functions during targeted catch up with SGB.	New Y7 intake below national on entry for Maths. Targeted support will embed number skills allowing students to access the Maths curriculum in greater depth.	No additional cost
£58770			

Wider Strategies			
Year group	Actions	Intended Impact	Cost
Laptops for Students	Provide laptops to disadvantaged students	Access to technology has become an important factor in the continued education of students. To be able to learn effectively outside of school we need a fluent and labour saving way to set and mark work. Additionally the school and sixth form has had to make innumerate changes to the way in which lessons are delivered. This has led to some subjects not having access to the bank of specialist equipment it normally would. Access to resources such as musical instruments are necessary for high quality teaching and to ensure students do not slip further behind their curriculum.	Provided by the DFE
Supporting pupils' social, emotional and behavioral needs	To provide students with a reliable and present enhanced support network within school Heads of year in 7/8/10/11 to work with identified students in a mentoring and supportive capacity	During this period on unrest some children may find it difficult to cope emotionally in school and may display distressing or disruptive behaviour in class. Additional support can help them develop positive behaviour in school and the wider community. If a child feels included, respected, safe and secure, and when their achievements and contributions are valued and celebrated, they are more likely to develop self-confidence, resilience and ultimately progress better in school	Internally appointed staff mentors
Total cost £0			

Summary Covid 19 Catch Up funding	
Strategy	Cost
Teaching and whole school	£3 500
Targeted	£58 770
Wider	£0
Total	£62 270
Allocation	£67 068