

Catch Up Premium Strategy Plan

Summary information			
School	City Heights E-Act Academy		
Academic Year	2020-2021	Total budget	£57,440
Total number of pupils	662	Date for next internal review of this strategy	7 th January 2021 (Internal review) 21 st April 2021 (Trust review GRD)

1. Barriers to future attainment & progress due to COVID-19	
In-school barriers (<i>issues to be addressed in school</i>)	
A.	Gaps in subject and retention of knowledge due to prolonged absence from school
B.	SEMH needs due to the prolonged lockdown period
C.	Below average literacy and numeracy skills

2. Outcomes		
	Desired outcomes	How they will be measured
A.	To close student in learning	Ongoing assessment data compared to baseline assessments
B.	To ensure Year 11 outcomes are better than 2019-2020	Attainment in Maths and English and P8 for all subjects

C.	To ensure that identified students' SEMH needs are met	Qualitatively through working with our students and quantitatively through CPOMS referrals
D.	Low literacy and numeracy across the academy	Assessment data and through the use of GL assessments

3. Planned expenditure - Quality of teaching for all						
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	Review Comments
An increase in teachers performing at the expected level on the mastery rubric	Coaching program implanted and enhanced with additional coaching for Trainee teachers and identified teachers who require improvement.	EEF recommends additional mentoring and support for early career teachers	Teaching and learning lead will monitor the impact of the additional coaching and mentoring	FKO	Jan 2021	
An increase in teachers performing at the expected level on the mastery rubric	Additional CPD for teachers for effective implementation strategies and curriculum planning.	EEF recommends CPD opportunities including curriculum planning	CPD lead and Teaching and Learning lead will monitor the impact of CPD through teacher self-evaluation and quality assurance of teaching and learning in the classroom	FKO	Jan 2021	
An increase in teachers performing at the expected level on the mastery rubric	Increase leadership coaching capacity by employing a Coaching lead with a TLR	EEF recommends CPD opportunities including curriculum planning	CPD lead and Teaching and Learning lead will monitor the impact of CPD through teacher self-evaluation and quality assurance of teaching and learning in the classroom	FKO	21 st April 2021	
The delivery of live lessons is as high quality of lessons within the academy	CPD and regular communication and support for teachers using Microsoft TEAMS to deliver live lessons	EEF evidence shows that training and support for adjusting to organisational change is an effective strategy	Remote learning lead and the senior and middle leadership team quality assure the delivery of live lessons	FKO	Ongoing	
Total budgeted cost						£6,300

September 2020

4. Planned expenditure - Curriculum

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	Review Comments
Knowledge and retention gaps are closed for students	Purchasing of revision guides and workbooks for students in Year 10 and 11 for all students.	Baseline assessment has identified knowledge gaps for all students particularly for those students that did not have the family support at home	SLT line managers will quality assure the choice of book and the they follow the curriculum and the MTPS of each subject	DCO	Jan 2021	
Knowledge and retention gaps are closed for students	Purchase of CGP KS3 workbooks for KS3 students and study guides	Baseline assessment has identified knowledge gaps for all students particularly for those students that did not have the family support at home	SLT line managers will quality assure the choice of book and the they follow the curriculum and the MTPS of each subject	DCO	Jan 2021	
Knowledge and retention gaps are closed for students	CPD programme for effectively embedding the academy assessment strategy	EEF evidence shows that providing high quality feedback based on accurate assessment is an effective strategy	Teaching and learning leads have developed and quality assurance process for the implementation of the assessment strategy	DCO	Jan 2021	
Knowledge and retention gaps are closed for students	Purchase of math's sets to include calculators for department.	Baseline assessment has identified knowledge gaps for all students particularly for those students that did not have the family support at home	AHT for math's to ensure teachers and students use resources effectively.	FKO	Jan 2021	
Total budgeted cost						£12,000

5. Planned expenditure – Targeted support

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	Review Comments
Year 11 outcomes on core subject line with or better than the previous academic year	Saturday School Classes for target students	EEF recommends extended school time for particular students and an effective strategy for raising achievement	SLT on site to quality assure the delivery of the sessions. Staff training and expectations for students shared with students and parents	DCO	Jan 2021	
Year 11 outcomes for all subjects in line with or better than the previous academic year	Holiday School supported by international labs	EEF recommends extended school time for particular students and an effective strategy for raising achievement	SLT on site to quality assure the delivery of the sessions. Staff training and expectations for students shared with students and parents	JDA	Jan 2021	
Year 11 outcomes for all subjects in line with or better than the previous academic year	Outward Bound to Wales Snowdonia	EEF recommends extended school time for particular students and an effective strategy for raising achievement	SLT on site to quality assure the delivery of the sessions. Staff training and expectations for students shared with students and parents	NWI	Jan 2021	

Gaps as a consequence of COVID-19 are closed	Extended small group intervention sessions for target students after school - Bright Horizons to support	EEF recommends small group tuition linked to the curriculum and focused where students would most benefit	SLT to quality assure. Assessment data will be used to monitor its effectiveness and to ensure that the intervention is targeted following the assessment	DCO	Jan 2021	
Students are prevented from falling further behind due to COVID-19	Summer School for current Year 10 cohort	EEF recommends small group tuition linked to the curriculum and focused where students would most benefit	SLT on site to quality assure the delivery of the sessions. Staff training and expectations for students shared with students and parents	DCO	Sept 2020	
Year 7 students with the widest gaps due to COVID-19 are able to catch-up	KS2 workbooks for those Year 7s that have fallen furthest behind due to COVID-19	GL Assessments have identified 28 students who have below average age related scores for English and 43 for Maths	SLT line managers will make sure that the books chosen will be effective in closing the gaps and how to use the books effectively will be communicated with students and parents	DCO	Jan 2021	

Total budgeted cost

£29,440

6. Planned expenditure - SEMH approaches						
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	Review Comment
Students SEMH needs are met	Counsellors or mentors available for students as a drop in service outside of lesson times or assigned sessions for students identified as benefiting from this	An increase in students reporting anxiety and difficulties adjusting to school and the pressure of expectations. EEF recommend focusing in confidence and well-being as and effective catch-up strategy	The DSL and the Deputy SENCO to make sure that the right students are targeted, and drop-in support is clearly communicated to students and parents. DSL and SENCO to follow up with the students for feedback and monitor student mental health disclosures through CPOMS	JDA/CCA	Jan 2021	
Students SEMH needs are met	Parent workshops to support identified families student needs	An increase in students reporting anxiety and difficulties adjusting to school and the pressure of expectations. EEF recommend focusing in confidence and well-being as and effective catch-up strategy	The DSL and the Deputy SENCO to make sure that the right students are targeted, and drop-in support is clearly communicated to students and parents. DSL and SENCO to follow up with the students for feedback and monitor student mental health disclosures through CPOMS	FFT/CDA	February 2021	
Students SEMH needs are met	Implement a behaviour and emotional support programme for high focus students with complex needs who are finding school routines more difficult due to COVID-19	There is an increase in behavior incidents for some of our high focus students with complex needs	SLT and Deputy SENCO will put identity or create as appropriate and effective programme and monitor through observation and interaction with students, feedback from staff and quantitatively through a reduction in behavior incidents recorded on SIMS.	JDA/CCA	Jan 2021	

Students SEMH needs are met	Provide bereavement counselling and programmes for students	A number of students have experienced the death of a close family member due to COVID-19 EEF recommend focusing in confidence and well-being as and effective catch-up strategy	DSL and student welfare officer will get feedback from students and will be monitored via student observation interaction and through CPOMS	JDA/ CCA	Jan 2021	
Students' SEMH needs are met	Boxing Club for students of SEMH needs	EEF recommends extended school time for particular students and an effective strategy for raising aspirations and conduct of students	Pastoral AHT's on site to quality assure the delivery of the sessions. Staff training and expectations for students shared with students and parents	JDA	Jan 2021	Students' SEMH needs are met

Total budgeted cost	£9,700
Grand total budgeted cost	£57,440