



Catch-Up Plan 2020-2021 **'Opportunity, Endeavour and Achievement'**

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1. Overview

At Haygrove School, we know that our current cohort have been impacted by the 14-week period during 2019-20 where their experience of education differed from the 'norm'.

Our catch-up strategy for this academic year is to ensure all children are ready to learn and able to access our broad and challenging curriculum. In addition, we are aiming to close the gap between disadvantaged and other students. We will do this in two ways: through quality first teaching and through implementation of evidence-driven interventions. By evidence-driven we mean two things: firstly, interventions that have been shown to work; and secondly, using school attainment and progress data to identify particular gaps and needs.

In addition, we believe that socio-economic background should not determine children's academic achievement. This belief is grounded not simply in ideology, but in evidence. We believe that it is possible: that all children can achieve given the appropriate environment and support structures.

2. Use of funding 2020-21 – interventions, expected outcomes and tracking of impact

Key figures for 2020-21

Total students on roll: 1079

Total Catch-Up Funding Amount: £86,640

Following regular conversations with key members of staff, we have identified the following gaps and catch-up needs. We have also planned specific interventions to allow children to make accelerated progress and effectively 'catch up'.



Code: T = technology, S = Staff, I – intervention such as online tutoring, M = materials, A = assessment based materials, P = programme

Need Identified	Intervention / Strategy	Code	Cost	Expected Impact	How We Track Impact
To identify needs from delivering baseline assessments for Y7-Y10	Research appropriate tests Coordinate delivery of them Hold a core meeting to look at data Reports to be sent home Appropriate strategies to be implemented in core subjects	A	£6927.90 + £91.56	To have an in-depth report for core subjects (EM) to look at needs to inform planning and intervention for all year groups Subject teachers to use information on a class level and in turn individual level Strategies to be put in place to target specific students Some strategies to be put in place for whole year group/s	Diagnostics for individuals Possible revisit of tests
To provide technology to students during lockdown. To be able to safely secure laptops provided by dfe in a safe and lockable way	To provide laptops to disadvantaged students during self isolation stages	T	£3141	To have lockable storage units to house all laptops provided by the dfe. We would then have laptops to support disadvantaged students during the pandemic should lockdown occur.	Students being able to have access to laptops that have been kept safe whilst having to self-isolate Students can continue with their learning whilst at home No learning is missed
To support students with knowledge and confidence on Year 11 language question 5 as well as supporting Year 10 students with key literature delivered during lockdown	Tutoring once a week. 12 week programme Students to be identified through knowledge of summer term engagement and progress being made in class. This will be regularly reviewed and	S	£13605	To support students' progress and confidence in applying their knowledge in exams conditions. An impact will be to see grades progress through the time that tutoring is received	A baseline activity, therapy is delivered through 1-2-1



	students will change accordingly. Head of English to support the identification and programme				
To address gaps in learning within Maths. Targeting Year 11 students	Engagement in learning during summer term and initial learning/progress taken in consideration, students have been identified to receive a 1:3 tutoring programme NTP used to identify a tutoring partner	I	£3375	Students to revisit content from summer term This content to be identified and shared with the tutor Students to be able to plug gaps in learning Progress made in maths Flight path to continue for these students To reach target grades	Through in class activities March assessments Completion of homework Completion of past papers Improved confidence and attitude to learning
To address gaps in learning within English language. Targeting Year 11 students	Engagement in learning during summer term and initial learning/progress taken in consideration, students have been identified to receive a 1:3 tutoring programme NTP used to identify a tutoring partner	I	Within cost above	Students to revisit content from summer term This content to be identified and shared with the tutor Students to be able to plug gaps in learning Progress made in English Flight path to continue for these students To reach target grades	Through in class activities March assessments Completion of Mock Monday tasks Completion of past papers Improved confidence and attitude to learning
Students who need support in understanding the higher questions on foundation papers	Students have been identified to receive a 1:1 tutoring as part of the NTP	I	£1031.25 x 2	Students to be able to answer confidently and correctly higher level questions to support reaching grade 5 on foundation papers	The tutoring programme allows a diagnostic test at the beginning, reports on progress shared through the 15 week programme, test



and revisiting basic methods for higher papers	Maths specialists to deliver a programme starting with diagnostic testing. Content of which delivered during the summer term			Some students on a higher paper to be able to understand the basics needed to continue with making progress	revisited at the end to measure impact
To support identified KS3 SEN and PP students with core skills in English (BTC)	Engagement in learning during summer term and initial learning/progress taken in consideration, key students have been identified to receive a 1:3 tutoring programme Brilliant Tutoring Club used to identify a tutoring partner	I	£1560	Students to be able to answer confidently and correctly questions to support their English Literature grade (TAG) for summer 2021 Students will start to gain knowledge, skills and understanding of language to set them up for Year11	In class assessments Student confidence Teacher assessed grades Pre and Post assessments will be completed
To support identified KS4 SEN and PP students with core skills in English (BTC)	Engagement in learning during summer term and initial learning/progress taken in consideration, key students have been identified to receive a 1:3 tutoring programme Brilliant Tutoring Club used to identify a tutoring partner	I	£1170	To fill gaps missed during lockdown Students to be able to answer confidently and correctly questions to support their English To further improve their knowledge, skills and understanding for the English curriculum	In class assessments Student confidence Pre and Post assessments will be completed



To further improve our reading programme to give students an opportunity to develop literacy	To identify key books that will support moral stories, linking with character, and match books with age and ability.	I	£2468.83	Students will have the opportunity to take part in tutor reading that is appropriately matched to their age/ability and has a moral story behind it. It will provide a love of reading allowing them to develop their literacy skills	A long term impact of developed literacy skills
To identify key PP or higher prior attaining students who are underachieving in English to deliver a scholars programme to motivate and enthuse our PP/underachieving students following on from lockdown, to inspire students to achieve higher grades in English and across all their subjects by developing academic writing.	Scholars programme run by the brilliant club, 8 university-style tutorial sessions delivered by a PhD tutor on a supra-curricular topic; 'Why should we study Shakespeare?', 'Biology: disease detectives' and 'Politics: the British prime ministers in the post-war years?'	P	£4080	To develop academic writing and critical thinking skills which will be able to be applied to the subjects they are studying at KS3/KS4, to raise aspirations about future career paths and higher education.	Pre and post-assessments carried out regarding student's attitudes to learning and higher education. Monitor predicted grades and attitude to learning levels over the next year.
Provide catch up materials in core subjects. These guides and workbooks to be placed in key areas	To have easy to follow resources to support catch up, using materials in key areas within the school. Staff can use resources to	M	£206.40	Key areas within the school to work with students, 1:1 or in small groups, to support their 'catch up' on core subjects using the given materials.	Feedback from staff Use of materials



within the school such as IER, intervention hub, SEN and core departments	support students when working 1:1 or in small groups				
To provide catch up support for our PP students in core subjects (mytutor)	Students have been identified to receive 1:1 tutoring as part of the NTP – mytutor. This is due to gaps identified from core subjects to allow students to progress and not be a disadvantage to their peers Received as part of the NTP	I	£5720	Students to revisit content from summer term This content to be identified and shared with the tutor Students to be able to plug gaps in learning Progress made in core subjects Flight path to continue for these students	Through in class activities March assessments Completion of in class assessments Improved confidence and attitude to learning
To identify key Y7 PP or higher prior attaining students who are underachieving to deliver a scholars programme in 2022 to motivate and enthuse our PP/underachieving students following on from lockdown. To inspire students to achieve higher grades in English and	Scholars programme run by the brilliant club, 8 university-style tutorial sessions delivered by a PhD tutor on a supra-curricular topic	P	£2100	To develop academic writing and critical thinking skills which will be able to be applied to the subjects they are studying at KS3, to raise aspirations about future career paths and higher education to maintain motivation as the students move through school.	Pre and post-assessments carried out regarding student's attitudes to learning and higher education. Monitor predicted grades and attitude to learning levels over the next year.



across all their subjects by developing academic writing.					
To be able to have resources to assess students within a Covid safe classroom	To purchase visualizers so that all classrooms can have a strategy to share and show work on screen. This will enable students to watch quality instructions and gain whole class feedback	T	£2062.50	Teachers can successfully model work, give whole class feedback, share student work and more teaching and learning related pedagogies by using visualisers in a safe distance from students	Lesson observations Teacher feedback Learning walks
To upgrade our technology software to further improve our remote learning offer	To purchase and upgrade our Google G Suite licences to allow	T	£2856	To have software to be able to deliver interactive remote learning which allows students to participate more Primarily, Heads of Years and PE staff to be able to deliver remotely to more than the 50 students our current license is capped at allowing for assemblies and year group PE lessons.	Teachers using the facilities and tools to deliver to large group for assemblies, to allow more interaction with students using tools such as polls and breakout rooms To be able to use in whole school settings such as remote inset days
To support students with knowledge and confidence throughout the school in Maths. Working with identified students and classes.	Students and classes to be identified for Maths LSA to support. This will include after school support sessions. The Head of Maths will manage and support this strategy	S	£14417	To support students' progress and confidence in applying their knowledge. An impact will be to see grades progress through the time that tutoring is received and beyond	Confidence and progress of identified students within maths Supporting the learning in class will give a personalised approach to students who need it



To plan, implement and monitor all interventions to support the catch up required as a result of the pandemic	To work with other leaders in the school to identify key students, to determine the most appropriate intervention with the most appropriate online platform or face to face intervention. To supervise interventions placed online, at least 4 times a week, and to provide the necessary technology to assist with this. To be the main contact for all online platforms, to support remotely with technical issues, to chase attendance and to be part of the testing phases at each new intervention group	S / I	2592.38	To have a working intervention plan for the year, with identified students. To limit all obstacles that online platforms may bring, to have all the technology available for all students completing the intervention, whether this is at school or at home. Planning will allow for any eventualities and will therefore run, monitoring student's attendance will allow for as much contact with their tutors as possible. To allow students to make progress including revisiting work delivered during lockdown	Attendance to online tutoring, grades of students, following progress reports from online tutoring platforms
	TOTAL SPEND FOR THIS YEAR £		62,435.07		
	AMOUNT LEFT FOR NEXT YEAR		24,204.93		

3. Key contact

The member of staff responsible for co-ordinating and evaluating this programme is Leanne Mills. Please contact them on 01278 455531