



# The Grange Academy

*Wade Deacon Trust*



## Catch Up Strategy 2020-21

The 'Catch Up' Funding has been allocated to schools to support students to 'catch up' following school closures during the Covid-19 Pandemic. The below amount has been allocated to The Grange Academy for one academic year in order to support students. Working alongside the Wade Deacon Trust we have identified key strategies across all phases to support students to catch up quickly. Additional funding sources have been identified to support this strategy.

<b>Academic Year</b>	2020-21	<b>Total Catch Up Funding</b>	£78,000
<b>Additional Income</b>	£22,000 from Pupil Premium £42,800 from WDT reserves	<b>Total Expenditure for Strategy</b>	£142,800
<b>Total No on Roll</b>	Primary - 405 Secondary - 592 Whole School - 997	<b>No of PP students &amp; %</b>	Primary – 39.5% Secondary – 56.6% Whole School – 51.7%

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## EEF GUIDE TO SUPPORTING SCHOOL PLANNING (2020-21) – TIERED MODEL

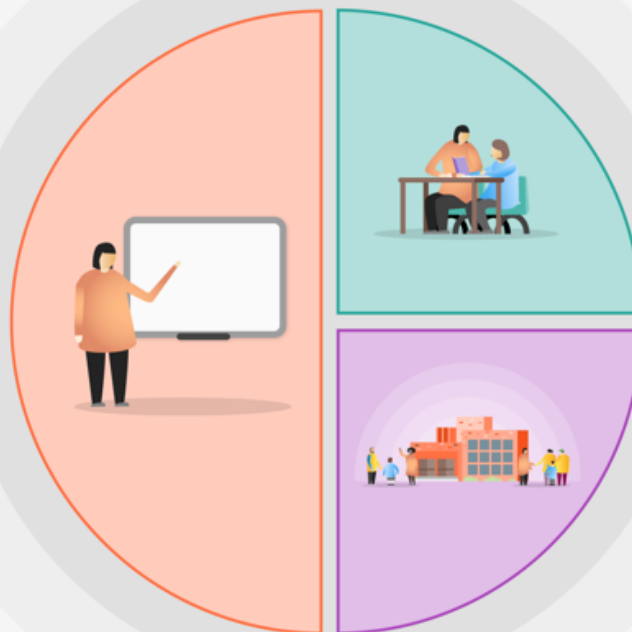
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### 1 Teaching

Quality First Teaching for ALL pupils focused on assessment and closure of gaps, rapid acceleration back to levels pre lockdown

- A broad and engaging curriculum that places cultural context, retrieval practice, formative and rich summative assessment as a priority
- Support with sustained CPD, ensuring subject specific where necessary
- Support student knowledge through effective use of Knowledge Organisers
- Frequent MAPs to ensure all students, particularly the disadvantaged, experience success and celebrate acquisition of knowledge
- Evidence informed CPD for teachers and support staff
- Whole school literacy focus with emphasis on reading and oracy
- Regular subject planning and faculty meetings
- QA that actively supports curriculum development



### 2 Targeted academic support

Additional Support – Home Learning, Booster in school

- Technical support
- PPI / catch up timetable
- Year 11 compulsory Breakfast clubs and lesson 6
- Interventions
- Deployment of TAs
- RAP meetings / Pupil Progress meetings
- Deployment of cover supervisor within lessons

### 3 Wider strategies

Catch Up sessions – additional and extra support for pupils where gaps are large, little or no work completed during lockdown. These will need to be after school, possible weekends, possibly additional tutors or resources

- Daily breakfast available for all
- Close link with PP strategy
- Attendance team support
- Pastoral team support

*'Aspire for Excellence'*

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## Planned Expenditure 2020-21

Desired Outcome (SDP Link)	Cost	Chosen Action / Approach	Term 1 Overview	Staff Responsible	Review
<b>RI Primary</b> : A clear strategy for Catch Up and National Tutoring Programme funding is established so that students across the Key Stages recover quickly and make good progress.	£2,500	<b>Stage 1</b> Quality First Teaching Amended curriculum design Focus on key Maths and Literacy Objectives Increased focus on Reading and Number (additional sessions) Review homework to deepen understanding Fast 5 – recall and retrieval tasks Mixed classes KSI Reading Strategy (My On) PPI/Catch Up Timetable Staff CPD	<b>St1</b> No formal observations, subject leaders and SLT have met with T&L Lead. 74% in line with career stage. Curriculum topics moved to support catch up. Increased number of Core subjects taught weekly. Homework: Not yet a focus Excellent feedback across classes for F5 Mixed classes are supporting less able pupils – great impact. MYON is fantastic. Pupils love it and are using it well	Class teachers and OCO / MTZ  IEL / PBR	Improvements in the quality of teaching/learning and pupil outcomes.  Quality Assurance whole school and within key stages and faculties  Lesson observations Learning walks Book scrutiny Outcomes compared to historic and in year data.
	£14,000	<b>Stage 2</b> SLT Intervention for Year 6 and extra-curricular intervention / booster Strategic use of ICT and available devices Purchase of additional resources	<b>St2</b> Maths and Reading x 2 weekly range of abilities. All have made progress. 84 devices: 18 loaned out 2 awaiting collection. All but 2 are being used fully. 64 to be returned to DfE to swap	KNY/IEL and class teachers KNY	Governors to receive a summary evaluation of the impact on a termly basis.
	£21,000	<b>Stage 3</b> KSI Teacher – 2 days Early Reading and Early Number catch up  KS2 Teacher – 3 days focus on Reading and Maths	<b>St3</b> Not fully successful due to recruitment and illness issues. The limited sessions were successful and supported phonics. KS2 teacher started Oct. Most impact in Y5 and Y6. 90% of pupils have made good or better progress. To continue post lockdown.	KNY KNY/IEL	
	£5,000	Academic Mentor for Maths and / or English	No mentor available	KNY	

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<p><b>RI Secondary:</b> A clear strategy for Catch Up and National Tutoring Programme funding is established so that students across the Key Stages recover quickly and make good progress.</p>	£10,000	<p><b>Stage 1</b> Quality First Teaching Revised curriculum across the subjects Computing curriculum to teach use of Microsoft teams for remote learning Extra set in Year 9 (reduction in class size) Year Group lockdown engagement plan Whole school reading strategy (Lexonik, My On) Staff CPD</p>	<p><b>St1</b> No formal observations, subject leaders and SLT have met with T&amp;L Lead. 74% in line with career stage. All faculties in Summer term altered curriculum to support gaps in knowledge. All students trained on use of TEAMS in lessons. Separated behaviours and engagement in learning has improved (Lockdown evidence) Lexonik 15 students complete 93% improved 2yrs 6mnths. See T &amp; L report MYON training 28/01/21</p>	<p>TMS and SLs HTO / RGL CTY / INS TMS IEL / PBR TMS / PBR Pastoral/MPT TMS / SLs</p>	<p>Improvements in the quality of teaching/learning and pupil outcomes. Quality Assurance whole school and within key stages and faculties Lesson observations Learning walks Book scrutiny Outcomes compared to historic and in year data.</p>
	£13,500	<p><b>Stage 2</b> Strategic use of ICT and available devices Pupil Premium Intervention / Catch Up timetable (PP Strategy) Tutoring/Academic Mentors (Tutor Trust) Compulsory catch up for year 11</p>	<p><b>ST 2</b> 128 devices, 31 used in school, 97 allocated impact through engagement trackers PP – See PP Champions reports Tutoring Y7 English tutor 15 weeks (Oct) Will continue remotely. Y9 x 15 pupils maths all abilities. (Oct) and will continue remotely. Y10 x 30 pupils in science February range of abilities – remotely initially. No impact yet Engagement Y11 Catch UP HT1 89% HT2 88% (see report). Evidence of impact in P2S1- P2S2 improvements See reports from Maths and Eng.</p>	<p>TMS TMS / BTE TMS / SLs MLI / BBY MLI / BBY</p>	<p>Governors to receive a summary evaluation of the impact on a termly basis.</p>
	£70,000	<p><b>Stage 3</b> Saturday / holiday catch up (15 Saturdays x 4 staff and 12 holidays x 5 staff</p>	<p><b>ST3</b> Music, Art, Maths did Saturday sessions (Mocks) M Y10: 82.1%-96% (27/28 Attended) M Y11: 100% improvement all moved to on or above target 5/7 attended Maths – Shared recording with all students P2S1-P2S2: 9-4 24%-36% 9-5 10%-16%</p>		

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	£5,000	Additional Teacher Maths and English (£19,380) to focus on interventions across the secondary phase.  Academic Mentor for Maths and / or English	Art 83% made progress. 4 hrs work completed to support course work  Additional Teacher See reports from BBY /LIN Sarah Espin (English) , Ennis (Moved on) See reports.  No academic Mentor		
<b>R2 Primary:</b> Quickly re-establish learning culture and ethos so that norms and routines are in place so that students catch up quickly and behaviour, attendance and progress are not unduly affected.	£600	<b>Stage 1</b> Class teachers and TA support SMSC curriculum Safeguarding Interventions and Support Remote assemblies  <b>Stage 2</b> ELSA / anger management / well being  <b>Stage 3</b> Hypnotherapy Counselling	<b>St1</b> REPs, staff training, posters and reward focus in assemblies Weekly SMSC lessons Pastoral support worker working with key pupils Weekly assemblies PowerPoint  <b>St2</b> ELSA trained TA working with pupils 1:1 Pastoral support worker 1:1 and groups Reduced incidents  <b>St3</b> Hypnotherapy groups. Improved sleep, relaxed and anxiety	KNY / Class Teachers SG team KNY  KNY  KNY KNY	Engagement in lessons ATL and BFL  Student Voice  Feedback from external agencies
<b>R2 Secondary :</b> Quickly re-establish learning culture and ethos so that norms and routines are in place so that students catch up quickly and behaviour, attendance and progress are not unduly affected.		<b>Stage 1</b> APLs support SMSC curriculum Safeguarding Interventions and Support Remote assemblies  <b>Stage 2</b> Additional transition for SEND and students with SW	<b>St1</b> Remote tours/assemblies of school to support return SMSC curriculum focussed on resilience and wellbeing  <b>St2</b> Additional support for 49 pupils identified by safeguarding/ SEND all year groups and new	Pastoral SG Team Pastoral  MPT / ALX	Engagement in lessons ATL and BFL  Student Voice  Feedback from external agencies

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	£1,200	ELSA / anger management / well being  <b>Stage 3</b> Hypnotherapy Counselling	Y7. Full programme. 31 Y7 students had additional transition 0.5-1 day. Other Counsellors available and Family support worker supporting students ELSA training not happened. Anger management training completed <b>St3</b> Not yet in secondary was due Jan '21 3 counsellors working each week in school	MPT  TMS TMS	Transition feedback
<b>R3 Primary</b> : Establish 'new routines' for the current situation and ensure a strategy for 'remote and home learning' is in place should a closure occur.		<b>Stage 1</b> Remote Learning Plan Modified teaching to develop independence / learning skills See Saw training for students and staff  <b>Stage 2</b> Holiday Activity Fund	<b>St1</b> Training for pupils for remote learning Preparation CPD for staff Teaching focussed on independence and self help  <b>St2</b> (see previous)	KNY Class teachers  KNY  BVN	Access to remote learning Staff and student voice Parental feedback
<b>R3 Secondary</b> : Establish 'new routines' for the current situation and ensure a strategy for 'remote and home learning' is in place should a closure occur.		<b>Stage 1</b> Microsoft Teams training Remote learning plan Summer remote learning plan  <b>Stage 2</b> Holiday Activity Fund	<b>St1</b> All pupils trained to use TEAMS in lessons Remote plan written and shared with staff and parents on website Summer plan for students to re engage and prepare for school. Sent to all students  <b>St2</b> Summer activities ran successfully. Pupils engaged well Y5 and Y10 students targeted. E, M, PE , DT and Art- Y5 PP students Y10 M, E, S & MfL 86 students attended All students at The Grange had access to online resources in wellbeing, cookery and physical health	BVN / HTO TMS / SLs TMS / SLs  BVN	Access to remote learning Staff and student voice Parental feedback

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	142,800			
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## References

EEF - Coronavirus (COVID19) Support Guide for Schools

EEF – School Planning Guide

EEF – Teaching and Learning Toolkit

National Tutoring Programme

- a [5 to 16 programme](#) that will make high-quality tuition available to 5 to 16-year olds in state-funded primary and secondary schools from the second half of autumn term 2020
- a [reception year early language programme](#) that will make training and resources available at no-cost to schools where additional targeted support for oral language would be particularly beneficial
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## Remote Learning Plan – Further Support Available

- Teams – Notebook / assignment
- BBC Bitesize
- Oak National Academy
- Hegarty Maths
- Seneca
- TT Rockstars
- White Rose Maths
- Phonics – letters and sounds