

Catch Up Premium Strategy 2020-2021

As part of the government's commitment to closing the gap and to mitigate the impacts of school closures and lost learning time, all schools have been provided a sum of money for 2020-21. The Academy of St Francis of Assisi has been allocated £68,000 to support students to catch up and keep up.

ASFA strategy:

- Strategies to utilise the funding in the most effective way, will be based upon evidence-based approaches including **Education Endowment Foundation** (tiered approach model) and our identified barriers to learning, progress and emotional wellbeing.
- Tutoring intervention sessions will be planned, in line with the Academy recovery curriculum and will cover the areas that students need most support, including numeracy, literacy, decoding skills, comprehension and skills for writing.
- Existing school assessment data, baseline GL and Hodder testing play a central role in this.

Barriers

During the national lockdown, and since our return, we have identified barriers which will need to be overcome in order to ensure children catch up.

B1	Average maths and English scaled scores, upon entry to the school, are significantly below the national average and previous years cohorts, particularly in maths.
B2	Knowledge and skills gaps have developed because of school closures and missed curriculum time.
B3	Normal transition activities have been unable to take place. Transition data has not been not available.
B4	Students are not prepared for home learning as a result of training or access to ICT device or WiFi.
B5	SEND and vulnerable students have lost social and emotional developmental time.
B6	Attendance of our key groups has been affected.
B7	There is ongoing difficulty in managing the engagement and welfare of students who are self-isolating.
B8	Students have returned with reduced confidence in speaking, listening and tackling work independently.
B9	Face to face parental engagement has reduced due restrictions.
B10	NQT and RQTs had reduced training and developmental time during the school closures.

Identified Barriers	Action	Intended outcomes	Cost
B1, B2, B3, B8	Graduate Mentoring Employ graduate mentors to support year 7 and year 11. Specific foci-English and maths recovery intervention.	There is a significant reduction in students identified as NSR measured using GL assessments at identified points across the year.	£8000
B1, B2, B8	National Tutor Programme Targeted additional weekly support for 30 students for English and Maths from Year 8-10. Action Tutoring Targeted weekly additional Year 11 support across all subjects up till GCSE.	Students demonstrate that they learn more, remember more, deepen their knowledge. They make progress at least in line with their peers nationally. P8 shows a rapid closing of gap towards 0.	£12000

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B2, B3, B5, B6, B7, B8, B9	<p>Employ COVID catch up lead-Specific responsibility to-</p> <ul style="list-style-type: none"> • Improve engagement and access to remote Learning and reintegration and recovery education. • Support ASFA COVID-19 officer. • Support attendance, safeguarding, welfare and family liaison practices. 	<p>Engagement with home learning improves significantly. All students who are isolating access the curriculum at home via a laptop and WiFi. Gaps in learning are significantly reduced.</p> <p>Attendance is consistently in line with or above current NA.</p> <p>Students return from SI promptly.</p> <p>Students do not attempt to return from SI early.</p> <p>As appropriate, timely referrals for further external support are made via the DSL and pastoral team.</p>	£14000
B2, B4, B6 B7, B10	ICT Equipment, visualisers, WIFI/Dongles.	<p>Teachers are confident in delivering the planned curriculum via a blended learning model with appropriate ICT support.</p> <p>An ongoing comprehensive programme of CPD supports development of all staff in use new technologies.</p>	£6000
B4, B8, B10	Blended Learning & Microsoft Teams CPD.		£2000
B1, B2, B3	GL/CATS assessments.	Accurate baseline assessments are used to plan recovery curriculum and planned interventions. Ongoing assessment demonstrates students are making progress in line with targets. Numbers identified as NSR significantly reduces across the year towards 0.	£5000
B1, B2, B8	Staffing and ReadingWise package for reading intervention & phonics	<p>Students are supported to be able to read at their expected chronological age in order to access and benefit from a full and challenging curriculum.</p> <p>Planned interventions within KS3, support necessary development of literacy skills for those students who join below age-related expectation.</p>	£15,174
B1, B2	Accelerated Reader		£1,500

Baseline testing to inform planned recovery curriculum provision and targeted support

- GL assessments used to generate SAS scores for students.
- Hodder testing all students in Yr7&8.
- 'Small Learning Community' to target and support students identified as SEND via primary trained teacher.
- Pearson KS3 baseline tests in Maths cross referenced with GL assessments.

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- ‘No More Marking’ comparative judgement baselines and Hodder reading tests have been cross referenced with the GL assessments.
- All students who are EAL receive 1-1 bespoke language and skills assessment via the learning support Team.
- Students who enter the school with a reading age below 6.2 and below step 1 on the Pearson scale are monitored for progress using P (pivot) scales at calendared points in the year in addition to tracking improvements to their reading, spelling and comprehension.

Catch Up Literacy Strategy

In addition to targeted planned support via National Tutor programme, and TeachFirst graduate mentor, the English department have a transition programme to close the gap for those students who are not at the expected standard. All students benefit from literacy interventions during school time.

English strategy includes:

- Whole school; **‘Read well, Speak well, Write well’** strategy. Key foci on extending two tier vocabulary, to develop fluent writers, readers and orators.
- DEAR within English.
- Full time librarian employed supporting reading for pleasure, reading programmes, library lessons and targeted intervention for groups, based on QLA and reading ages.
- Small group intervention based on GL (Scaled Score) [Reading] and NMM [Writing] data – explicit teaching of inference skills and building vocabulary. Accelerated Reader used to further analyse reading and interpretation skills.
- Literacy Progress Units and Recovery Curriculum incorporated into schemes of learning with key focus on inference skills.
- Year7 Bookbuzz school reading programme throughout year.
- Ongoing programme of visiting Authors, library visits and links to reading events as part of network.

Catch Up Numeracy Strategy

In addition to targeted planned support via National Tutor programme, and TeachFirst graduate mentor, the maths department have a transition programme to close the gap for those students who are not at the expected standard.

Maths strategies include:

- Recovery curriculum amended planning. Key focus on deliberate active practice of **number**, identified as main skill lacking from March this involves retrieval interleaving with planned curriculum.
- All class sets, based on GL and Pearson internal baseline testing. In class interventions identified with KS3 lead. Information used through a QLA identify individual and whole class strengths and areas of improvement. KS3 lead uses this to target students in class.
- November 2020-‘Every Child Counts’. Teaching Assistant led programme to commence. NSR students.
- Diagnostic questioning used to evaluate critical skills and knowledge, and to target support.
- Interleaved starters evaluate students understanding and application of key prior knowledge
- Curriculum differentiated into **‘Core Support’** and **‘Greater Depth’**
- All students rigorously monitored using testing to check progress throughout the year.
- 1-1 CPD for every teacher by KS3 lead, targeted at identifying and providing bespoke support for students working below 100, age related expectation, below target. This is monitored after each unit.

In addition to the above students with SEND receive:

- Immersion and targeted support through our ‘Small Learning Community’ and specialist teaching via our primary trained teacher. Small Learning Community curriculum is aimed at bridging the gaps in knowledge from Primary



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School. Students follow the same curriculum as other students but with a greater focus on imbedding key literacy and numeracy skills that may be lacking.

- ReadingWise: To increase language acquisition.
- Rapid Plus programme plus additional comprehension packages.
- Personalised English curriculum for EAL. Supplementary 'Fresh Start Phonics' programme.