

Catch Up Funding Strategy Statement 2020-21

School	Queensbury Academy	School Strategy Leader	Nathan Brown
No. of Eligible Pupils ¹	1088	Total Allocation ²	£87,040.

1 Teaching

Maintain our existing CPD focus on Quality First Teaching supported by evidence informed CPD for teachers and support staff to embed Rosenshine Principals of Instruction.

Adapt Department Curriculum Reviews to quality assure Teaching & Learning.

Develop training materials to enable a more consistent approach to delivering lessons remotely. Identify those staff that need extra support.

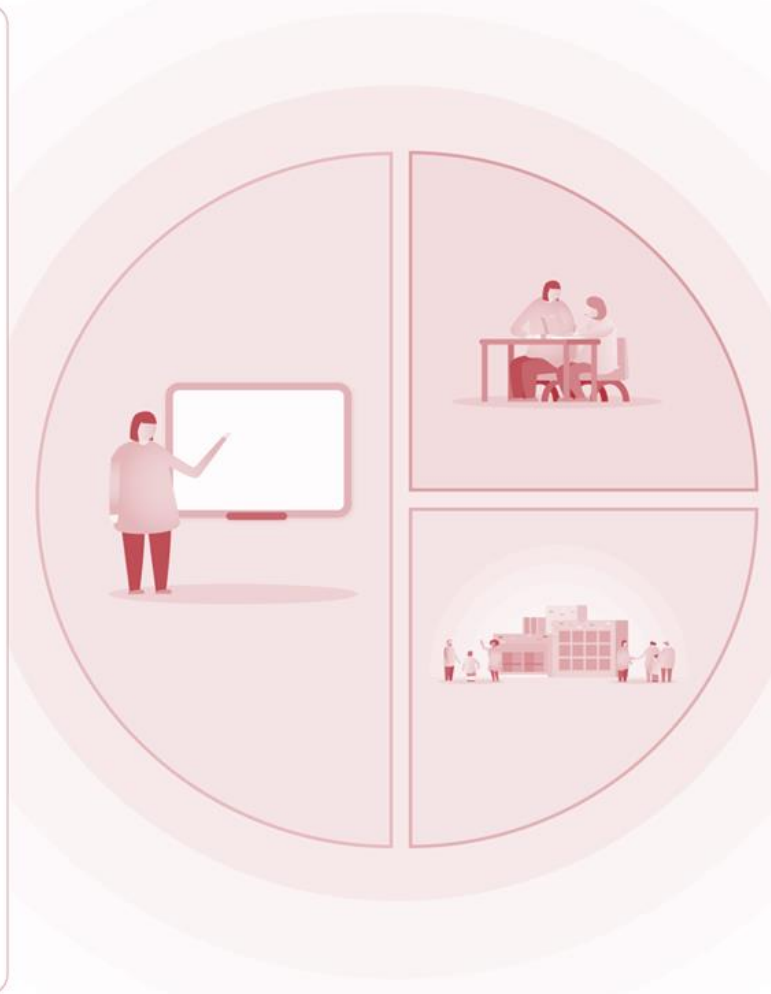
Live Lesson policy developed.

Research, trial and practice methods of feedback, assessment and marking leading to an updated policy.

Embed frequent low-stakes testing to ensure all students, and in particular disadvantaged students, experience success and celebrate the acquisition of knowledge.

Develop knowledge organisers to support a knowledge-rich curriculum and to supplement all SOL in student friendly format.

Behaviour management training for new staff to be updated and inclusive with access for all, taking into account current and emerging issues.



2 Targeted academic support

Use of the National Tutoring Program – Specifically targeted to disadvantaged students – PP/EHCP/SEND students.

Small group mentoring/coaching & tuition.

Implement a new literacy reading program for KS3 – Accelerated reader.

Specific Year 7 literacy & Numeracy catch up strategies.

Student wellness and awareness surveys.

Core subject catch up lessons after school.

Oak National Academy resources used during scheduled homework sessions.

3 Wider strategies

Family Liaison Officer/Attendance Officer support link to families.

Provide Parents with additional support materials at home.
EEF Home literacy resources to parents
EEF Home learning support.

Personal development curriculum and new PSHEE/SRE curriculum to support students resilience and ability to be successful

Greater access to remote online revision guides/resources.

SEND interventions reviewed and aligned with catch up interventions to meet individual need
Targeted TA support within year bubbles.

Work with outside agencies to ensure early intervention for SEMH/emotional wellbeing difficulties

Safeguarding systems that identify and support vulnerable students

¹ Eligible Pupils include Year Reception – Year 11

² Allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11.

Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on curriculum expectations for the next academic year. Schools have the flexibility to spend their funding in the best way for their cohort and circumstances and should prioritise support for pupils according to their need.

1. Teaching

	Identified Pupil Group	Pupil need/s	How were pupil need/s identified?	Chosen action / approach	Evidence and rationale for this choice	Expenditure	Desired Outcome and how/when it will be measured	Staff Lead
A	All students	Quality First Teaching	All students	High quality CPD through Teaching and Learning Group.		CPD Time.	Staff feedback, Department reviews, lesson walkthroughs. Student Voice.	PR
B	Year 8 Non-engagers & pupils identified by last year's assessment point data and 1 st asst data point this Year.	Catch up subject specific gaps.	Assessment data, IT remote learning questionnaire, HOD Threshold concepts and subject gaps report.	Low Stakes Testing in class. Guided use of OAK Academy resources as Home Learning or other online subject specific resources.	Small group tuition – EEF: +4 months Homework – EEF: +5 months	Staffing.	Improved progress in low stakes testing and AP point data.	PR
C	Year 9 Non-engagers & pupils identified by last year's assessment point data and 1 st asst data point this Year.	Catch up subject specific gaps.	Assessment data, IT remote learning questionnaire, HOD Threshold concepts and subject gaps report.	Low Stakes Testing in class. Small group tuition – subject specific catch up- before or after school. Guided use of OAK Academy resources as Home Learning or other online subject specific resources.	Small group tuition – EEF: +4 months Homework – EEF: +5 months	Staffing. Dependant on group sizes and weeks of catch up tutoring. £25.00 an hour per core subject teacher.	Improved progress in low stakes testing and AP point data.	PR NB
D	Year 10 Non-engagers & pupils identified by last year's assessment point data and 1 st asst data point this Year.	Catch up subject specific gaps. Concentrate on Core and option subjects.	Assessment data, IT remote learning questionnaire, HOD Threshold concepts and subject gaps report.	Low Stakes Testing in class. Small group Tuition core subject catch up – before or after school. Guided use of OAK Academy resources as Home Learning or other online subject specific resources.	Small group tuition – EEF: +4 months Homework – EEF: +5 months	Staffing. Dependant on group sizes and weeks of catch up tutoring. £25.00 an hour per core subject teacher.	Improved progress in low stakes testing and AP point data. Improved Mock results at the end of year.	PR NB

E	Year 11 Non-engagers & pupils identified by last year's assessment point data and 1st asst point this Year.	Catch up subject specific gaps. Concentrate on Core and option subjects.	Assessment data, IT remote learning questionnaire, HOD Threshold concepts and subject gaps report.	Low Stakes Testing in class. Small group Tuition core subject catch up – before or after school. Guided use of OAK Academy resources as Home Learning or other online subject specific resources.	Small group tuition – EEF: +4 months Homework – EEF: +5 months	Staffing. Dependant on group sizes and weeks of catch up tutoring. £25.00 an hour per core subject teacher.	Improved progress in low stakes testing and AP point data. PPE Results in the Summer.	PR NB
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2. Targeted Academic Support

	Identified Pupil Group	Pupil need/s	How were pupil need/s identified?	Chosen action / approach	Evidence and rationale for this choice	Expenditure	Desired Outcome and how/when it will be measured	Staff Lead
A	Year 7 – requiring KS2 catch up	Close gaps from Year 6 due to COVID lockdown.	CAT scores, Reading GL assessments. Primary data.	Small Literacy & Numeracy catch up intervention groups.	EEF Evidence. School Impact evidence. Literacy and Numeracy support – EEF: +6 months	£	Improved Reading age and Numeracy scores. Re-Tests throughout the year and year end.	NB SJ
B	KS3 Students	Reading /Literacy Gaps.	All KS3 Year 7 & Year 8 Included.	Accelerated Reader & STAR book Quizzes in English Lessons & Homework. MYon online reading library.	Yr7 GL reading assessment results. Years 8 baseline reading ages from year 7.	£14,000 over 3 years, 1 st year 15 months for 12. Set of Kindles for reading. £40 x 32 = £1,280. Extra book copies for Library for AR.	Improved reading ages. Measured through Accelerated Reader	NB

						£2,000		
C	Year 11 Disadvantaged Students.	Subject varies per year group – Concentrate on core subjects.	PP Students to qualify for NTP Program – 27 students offered tutoring.	NTP Government funded Program & shortfall from Catch up Premium.	EEF Funded research. DFE Evidence.	£300.00 per 15-hour block per student. (75% NTP Funded, 25% Catch up Premium).	Improved Assessment point scores. Student Voice feedback. Gaps closed. Improved PPE results.	NB
D	Year 10 Disadvantaged Students.	Subject varies per year group – Concentrate on core subjects.	PP Students to qualify for NTP Program – 27 students offered tutoring.	NTP Government funded Program & shortfall from Catch up Premium.	EEF Funded research. DFE Evidence.	£300.00 per 15-hour block per student. (75% NTP Funded, 25% Catch up Premium).	Improved Assessment point scores. Student Voice feedback. Gaps closed. Improved mock results.	NB
E	Year 11 SEND students	Subject varies per year group	Targeted student analysis to identify specific intervention needed.	Create a “Pupil Passport” to help individual students & teachers	??	??	Improved Assessment point scores. Student Voice feedback. Gaps closed. Improved PPE results.	SJ RM
F	Year 11 HPA Students	Subject varies per year group	KS2 results.	Small group tuition to stretch higher attainers – Core subjects.	Small group tuition – EEF: +4 months	Staffing. Dependant on group sizes and weeks of catch up tutoring. £25.00 an hour per core subject teacher.	Improved Assessment point scores. Student Voice feedback. Gaps closed. Improved PPE results.	DW NB
G	Year 10 SEND Students.	Subject varies per year group	Targeted student analysis to identify specific intervention needed.	Create a “Pupil Passport” to help individual students & Teachers.	??	??	Improved Assessment point scores. Student Voice feedback. Gaps closed. Improved PPE results.	SJ RM
H	Year 10 HPA Students	Subject varies per year group	KS2 results.	Small group tuition to stretch higher attainers – Core Subjects	Small group tuition – EEF: +4 months	Staffing. Dependant on group sizes and weeks of catch up tutoring.	Improved Assessment point scores. Student Voice feedback. Gaps closed. Improved PPE results.	DW NB

						£25.00 an hour per core subject teacher.		
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3. Wider Strategies

	Identified Pupil Group	Pupil need/s	How were pupil need/s identified?	Chosen action / approach	Evidence and rationale for this choice	Expenditure	Desired Outcome and how/when it will be measured	Staff Lead
A	Students without access to technology	Access to digital technology for home learning – Local Lockdowns.	Through MS Form IT survey in Sept 2020 completed in house.	Provide access and support/training for students (including laptop, Kindle, 4G internet etc as needed)	Access to technology – EEF: +4 months Enable remote access to homework – EEF: +5 months	Laptops? Dongles? Kindles?	All students have access to appropriate technology to access Teams and other required online resources.	PR NB
B	All Students Year 7 – Year 11	Support Students Resilience & coping strategies.	All students as well as Tutor Conversations. Parent conversations.	Personal development curriculum and new PSHEE/SRE curriculum.	To build all students confidence within school and at home.	N/A	All students will feel safe and confident to be back at the Academy. Student Voice.	PR RM
C	Disadvantaged students	Supporting parents and carers	Student groups, IT survey.	Virtual parent TEAMS Meetings to offer support and guidance.	To offer parents IT training support to help students with home learning.	Staff Time.	Parents can identify how to help and support siblings with additional resources and help.	NB AS HOY
D	Students who are school refusing/Low attendance.	To attend school every day and on time.	SOL attendance tracker/SIMS data	Family Liaison Officer/Attendance Officer support link to families.	Higher the attendance at school directly links to improved progress.	N/A	Students attend school every day ready to learn and are on time.	NB
E	Parental Support	Literacy Home resources for parents.	Parents identified by parent mail forms survey	Provide Parents with additional support materials at home. EEF Home literacy resources to parents EEF Home learning support.	To enable parents to assist students with home learning.	Printing & Postage Costs.	Identified parents have a toolkit at home to help support student's literacy.	NB
F	SEND/SEMH students.	Students with Targeted TA support.	SENCO identifying SEN student needs.	SEND interventions reviewed and aligned with catch up interventions to meet individual need Targeted TA support within year bubbles.	Each specific SEND has specific needs which need to be explored.	??	Individual targeted students' needs are supported alongside lessons to ensure quality first teaching.	RM

