

# Coronavirus Catch Up strategy 2020 /21 North Durham Academy

| 1. Summary information |           |                                  |          |  |               |
|------------------------|-----------|----------------------------------|----------|--|---------------|
| Academic Year          | 2020/2021 | Total Catch Up budget            | £171,990 | Date of most recent Catch Up review            | November 2020 |
| Total number of pupils | 955       | Number of pupils eligible for PP | 501      | Date for next internal review of this strategy | March 2021    |

| 2. Intended outcomes (specific outcomes and how they will be measured) |   | Success criteria  |
|--|---|---|
| A.   | Improve the blended learning offer, to enable students to successfully study remotely due to unintended absence and absence from classroom lessons.<br>To ensure there is no further gaps in learning throughout 2020/21 due to absence of staff or students. | The appointment of a Blended Learning Manager and apprentice in order to support the development of a blended learning approach for all students.<br>To produce a range of on-line learning resources, combining live lessons, pre recorded lessons and online resources to ensure all students, unable to access a classroom lesson, have a continuity of education. |
| B.   | To develop a Personalised Learning Centre to support all students who may have difficulty accessing their education due to low self-esteem caused by gaps in knowledge  | The appointment of a PLC/Choices Manager and support to enable the accurate tracking and monitoring of progress and gaps in knowledge to provide a bespoke level of educational continuity.   |
| C.   | To provide bespoke catch up programmes for students in all years but predominantly years 10 and 11.   | To track the impact of a series of bespoke catch up programmes for students and adjust intervention accordingly   |
| D.   | To introduce a range of 1-2-1 maths and English support to students identified as requiring intervention to enable them to succeed in future examinations   | To further expand the 1-2-1 tutoring programme including existing in-house 1-2-1 tutors supplemented by the National Tutoring Programme.  |

| 3. Income |                  |  |          |
|-----------|------------------|--|----------|
|           | Catch Up Funding |  | £71360   |
|           | Reserves         |  | £35,630  |
|           | 1-2-1 Tutors     |  | £65,000  |
|           | Total            |  | £171,990 |

#### 4. Targeted support

| Action                                | Intended outcome and rationale for this choice?   | Staff lead | Budgeted cost |
|---------------------------------------|---|------------|---------------|
| Blended Learning                      | <p>The aim will be for all pupils to have access to a range of on-line learning resources, to supplement on-site learning. This project would help provide a unique and much needed opportunity to plug learning gaps which would ordinarily be lost. It will drive the recovery curriculum specifically those with vulnerabilities such as low attendance at school, low income, social and emotional issues that can lead to exclusion from home, internal truancy and those that have significant gaps in learning that creates anxiety, and thus becomes a self-fulfilling prophecy for non-engagement at school. Pupils at risk of being excluded would be mentored/work in small groups via on-line learning through the development of bank of 'live lesson' resources.</p> <p>To achieve this, we would wish to appoint a Blended Learning Manager, together with admin/apprentice support. It is crucial that the Project Lead is able to naturally inspire and enthuse all our young people, but particularly those hard to reach students – often of which are our most vulnerable. This person would support students to access learning at home, off site and in the Academy.</p>  | STA        | £42,272       |
| Personalised Learning & Choices Admin | <p><b>Choices Manager</b> - Learning from experiences North Durham Academy consider that a choices manager is required to co-ordinate and support provision for students who need help in overcoming barriers to learning and developing their potential by raising standards of behaviour for learning. They will be the first contact point for parents in informing them of individual students' behaviour or exclusions as part of effective lines of communication between the School and home. They will monitor the behaviour, rewards and progress of students, providing reports and analysis to enable the Deep Support team to apply the most effective intervention strategies and maintain the choices room to provide appropriate work that links to the blended learning agenda.</p> <p><b>Personalised Learning Centre</b> - The creation of a Personalised Learning Centre, will work alongside and compliment the Harbour provision that supports our SEMH and ASD students. The aim of the Personalised Learning Centre will be to promote the learning and welfare of vulnerable students who struggle to engage in the classroom due to a range of barriers pre and post Covid.</p> <p>The current Inclusion Manager will manager this area, together with an additional position (level 2). The main responsibilities will include identifying cohorts of students for bespoke learning pathways using a blended learning approach to link directly to lesson content to ensure progress in learning for our most challenging students.</p> | BEW        | £41,663       |

|                             |   |     |  |
|-----------------------------|---|-----|--|
| 6 Week Catch up Programme   | This is to develop an in-house 6 week catch up programme. The benefits of this approach is that the programme will be planned by staff who know the year group and the needs of the students, enabling a more effective use of time and resources. Staff would be asked to volunteer to produce the resources, this could for some staff be a development opportunity supported by the Head of Department for quality assurance.  | GED | <b>£9,990</b>                                    |
| National Tutoring Programme | One to one tuition involves a tutor, from the national tutoring programme deployed to give a pupil intensive individual support. It may happen outside of normal lessons as additional teaching or as a replacement for other lessons. Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial. | STA | £52,660<br><b>£13,065 – NDA</b><br>£39,195 - NTP |
| One to One Tutors           | One to one tuition involves a teacher, teaching assistant or other adult giving a pupil intensive individual support. It may happen outside of normal lessons as additional teaching or as a replacement for other lessons. Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.            | STA | <b>£65,000</b>                                   |
| <b>Total budgeted cost</b>  |   |     | <b>£171,990</b>                                  |