

Catch Up Strategy 2020/21 Consett Academy

1. Summary information					
Academic Year	2020/2021	Total Catch Up budget	£127,355	Date of most recent Catch Up review	November 2020
Total number of students	1442	Number of students eligible for PP	533	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, ensuring there are no further gaps in learning throughout 2020/21 due to absence of staff or students.	Associate Assistant Principal assigned the role of developing and supporting our blended learning approach using Microsoft TEAMS. To produce a range of remote learning opportunities using Microsoft TEAMS, combining live lessons, pre recorded lessons and online resources to ensure all students, unable to access classroom lessons, have a continuity of education.
B.	To develop an enhanced post lockdown pastoral support programme for all students but focusing predominantly on years 7 and 8 to improve confidence and support students with their academic, emotional and behavioural needs.	Increase two CSWs to grade 4 to work with the year 7 and 8 pastoral teams to increase support for students with their academic, emotional and behavioural needs.
C.	To provide bespoke catch up programmes for students in all years but predominantly years 9, 10 and 11.	Confidence levels in maths, English and science for targeted students are improved and key gaps in learning are closed post lockdown.
D.	To introduce a range of tuition packages focusing predominantly on maths and English to support identified students requiring intervention to enable them to succeed in future examinations.	Tutoring packages of 1-1, 1-2 and 1-3 tutor to students supplemented by the National Tutoring Programme focusing on maths and English are running across KS4.

3. Income			
	Catch Up Funding		£107,920
	Reserves		£19,435
	Total		£127,355

4. Targeted support

Action	Intended outcome and rationale for this choice?	Staff lead	Budgeted cost
Blended Learning	The aim will be for all students to have access to a range of on-line learning resources, to supplement on-site learning using Microsoft TEAMS. This would provide a unique and much needed opportunity to plug learning gaps which would ordinarily be lost. It will drive the recovery curriculum for all students and in particular for students with vulnerabilities such as low attendance at school, low income, social and emotional issues those that have significant gaps in learning that creates anxiety.	J. Green	£0
Academic Mentor	A full time Academic Mentor appointed through Teach First to support students with academic support through the Spring and Summer terms. The Academic mentor will support subject-specific work with small groups; subject-specific work with 1:1 support; revision sessions and additional support for students that have been self-isolating or have had a period of absence from the Academy. The Academic Mentor will work with a range of students, including DA and SEND, across the Academy (a minimum of 50 students) Students will be supported mostly in literacy and English gaps but will also provide support for MFL and History.	C. Veide	£2,979
Increase in CSW	There were some students who will have struggled emotionally with the time away from the building. It will be necessary for the Year team and Senior Pastoral Manager to look at who these key students are and what individual plans we need to support them in coming back into the Academy. This will require additional member of staff to offer small group work sessions focused on their social emotional needs to support them in settling back into a structured routine.	H. Potter	£6,672
Appoint English NQT	The allocated teacher time would be used to work with small group intervention and support students in closing the gaps as identified by the class teacher. Students are withdrawn from English lessons once per week for a sustained period of time.	P. Creegan	£34,582
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 and close monitoring of the impact.	C. Veide	£23,355
Holiday Catch Up Programme	This is to develop an in-house holiday 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 and close monitoring of the impact.	T. Clough	£6,018

National Tutoring Programme	Tuition involves a tutor, from the national tutoring programme deployed to give students intensive support on a 1-1, 1-2 or 1-3 basis. It may happen outside of normal lessons as additional teaching or as a replacement for other lessons. Evidence indicates that small group tuition can be effective, delivering approximately five additional months' progress on average. Regular sessions which occur at least once per week focused on improving confidence levels in maths and English at Key Stage 4 will have beneficial impact in all subjects. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tuition is beneficial.	T. Clough	£32,549
My Tutor Programme	One to one online tuition involves a tutor giving a student intensive individual support linked to closing identified gaps in learning. 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. Regular sessions which occur at least once per week focused on improving confidence levels in maths, English and science in year 10 will have beneficial impact in all subjects going forward. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tuition is beneficial.	T. Clough	£3,000
Advanced Subsidiary Examinations	Year 12 will begin the Sixth Form having not sat any external examinations, we will enter all students for AS to give them the experience of the formal examination process. This would incur additional examination costs for entry, invigilators and preparation time for the exam officer. The courses should be delivered over a two-year period, therefore there should be limited impact on the content of the curriculum.	L. Jobling	£8,200
HAGGRID	HAGGRID seeks to develop personal skills, facilitate informed choices, build confidence and increase self-worth. To help identified young people to feel better about themselves and become more integrated into their community. The team run a 3-step model beginning with police led Education on common issues affecting young people and their communities. This includes perceptions of people, groups and authority, environmental crime, criminal damage, drugs and alcohol, assault, weapons, domestic violence, hate crime and dishonesty. The group undertakes a Community horticultural project. The objective is to make a positive contribution to the local community, building personal esteem and increasing community confidence. Students work towards a national qualification in horticulture that is provided by DAAC and accredited by City and Guilds. Students then take part in Activity based rewards throughout the year as long as they maintain improvement in the following core elements; attendance, effort and behaviour. We will have a year 7 and a year 8 group who will take part over the year.	S. Ebbing	£10,000
Total budgeted cost			£127,355