

# Catch Up strategy Review 2020 /21 North Durham Academy

1. Summary information					
Academic Year	2020/2021	Total Catch Up budget	£171,990	Date of Catch Up review	September 2021
Total number of pupils	955	Number of pupils eligible for PP	501		

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	Development of a blended learning approach, for all students. To produce a range of on-line learning resources. Allowing students learning not to be impacted by learning remotely. Appointment of Blended Learning Manager and support.
B.	To strengthen the Personalised Learning Coach/Choices offer for students	To strengthen the personalized learning coach and choices offer for students. Appointment of PLC/Choices Manager and support.
C.	To provide bespoke catch up programmes for students	To develop a series of bespoke catch up programmes for students
D.	To introduce a range of 1-2-1 support to students identified as requiring the most support	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		£71,360		
	Reserves		£35,630		
	1-2-1 Tutors		£65,000		
	Total		£171,990		

#### 4. Targeted support

Action	Intended outcome and rationale for this choice?	Evaluation / impact	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>	<p>The Blended Learning Manager and apprentice have created over 100 individualised folders of powerpoint based lessons to enable easy access to all lessons on Teams for students to access when not in the classroom. These lessons have been used effectively when students have been absent due to Covid related issues and all other reasons for absence.</p> <p>Over 100 hours of training provided to staff and students on remote provision to ensure they can access learning effectively. Parental support has also been provided through online help sheets and personalised phone calls to parents to support accessibility.</p> <p>Over 80 video lessons have been produced to provide students with more effective delivery of lessons via in Teams when away from the classroom.</p> <p>During lockdown, The BLM and apprentice supported the ICT team to issue over 600 laptops to students and provided direct support to parents and children enabling access to Teams.</p> <p>Personalised remote lessons have been accessed by over a third of the school community outside of the lockdown situation thus ensuring continuity of learning - this included providing work that closely matches the curriculum to any students unable to access classroom learning.</p>	£42,272

<p>Personalised Learning Centre / Choices</p>	<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. A mini restructure within the pastoral team will deploy an existing support member of the staff into the team, 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 alternative curriculum and the delivery of alternative and intervention courses. Additionally to ensure that all identified cohorts of students are provided with a personalised learning pathway curriculum that ensures they can progress in their learning.</p>	<p>Not appointed. We are working in different ways. The analysis of choices data is now being done by the Inclusion Admin role – the money has been used to increase the salary from grade 2 to 4. This has enabled effective analysis of behaviour and safeguarding data to support timely interventions and the monitoring of the impact of support.</p> <p>The PLC has enabled us to reduce our fixed term exclusions while operating in a bubble situation.</p> <ul style="list-style-type: none"> <li>• 64% decrease in ftes up to W5</li> <li>• 59% decrease in FTEs up to W15</li> </ul> <p>From Easter, the PLC started a transformation from being a model that met a variety of purposes due to COVID, to solely focusing on students requiring support in literacy, numeracy and SEMH. The restarting of a Choices Rooms and C5 room provision removed the blur of learning and behaviour sanctions taking place in the same environment. Students who were receiving full-time support have now been successfully reintegrated back into lessons with some continuing to receive a small amount of support for literacy, numeracy or SEMH. This allowed delivery of bespoke intervention for Year 11 students and the completion of assessment evidence.</p> <p>The PLC has supported 57 students with personalised emotional support and intervention; 25 students with bespoke literacy intervention; 17 with bespoke numeracy intervention; 30 with behaviour intervention. 129 students have been supported throughout the year via this provision.</p> <p>During both lockdown's the PLC was open to support our most vulnerable students</p>	<p><b>£41,663</b></p>
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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.	All year 10 attended catch up in maths, English and science every week from May half term  The funding was used to pay staff that are running the sessions as well as being used as incentives for the students and support the transport costs of students that would usually get school transport home at the end of the school day.	<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.	The NTP provider is Teaching Personnel. Students were identified for the programme based on the following criteria.  Priority 1: Yr11 with a maths English cross over priority of grade 4/5. This was then recycled to support more Year 10 and 9  Priority 2: Y10 150 students benefitted from the NTP from Years, 7, 10 and 11, these students were identified based on being below age-related expectations or at risk of achieving English but not Maths or vice versa.	<b>£52,660</b> <b>£13,065 – NDA</b> <b>£39,195 - NTP</b>

<p>One to One Tutors</p>	<p>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.</p>	<p>NTP and our own 1:1 tutors have had the following impact. Year 10 maths: the students that had a NTP tutor outperformed those without a NTP tutor in 3 out of 4 classes and over all the average score of a student in the latest mock exam with a NTP tutor was 14.75 above that of a student without a NTP Tutor.</p> <p>English Y10 students – 54% made more progress from AW1 to AW2 due to NTP</p> <p>Yr11 – a focus on the bespoke needs of students gaps and skills deficits saw 21/41 students made progress from AW1 data. 11 students in final TAGs +1 grade above target</p> <p>Yr10 – focusing on gaps in Literature knowledge saw 7/13 students make progress from AW1 data.</p> <p>Yr7 – students given a mix of grammar and reading sessions to support communication. 25/46 demonstrated improvement in RA and resilience and fluency.</p> <p>32 Y7 students that were identified as “below” along with 15 Y8 students and allocated support from a 1:1 tutor. Of these 26 of the Y7 and 11 of the Y8 were PP.</p> <p>Year 7 – 71% of the students have increased their reading age over the period of the intervention up to the last reading age test in March. The average increase is 4 months, considering that these students were identified as being significantly below, in most cases more than 2 years below in September.</p>	<p><b>£ 65,000</b></p>
<p style="text-align: right;"><b>Total budgeted cost</b></p>			<p><b>£171,990</b></p>