



Arthur Mellows Village College



Catch Up Funding Plan September 2020 to July 2021

Introduction

The Government has announced £1 billion of funding to support children and young people to catch up following the disruption to their education as a result of coronavirus (COVID-19). This catch-up premium will help to ensure that schools have the support they need to help all pupils make up for lost teaching time.

Schools' 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. This funding will be provided in 3 tranches across the 2020-2021 academic year (details page 3).

Schools have been told that they should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months and address any gaps in learning. Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

Whole School Action Plan

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| A. Identifying gaps in learning from school closure |
| Baseline assessments in all subjects and all Key Stages. |
| Low threat use of knowledge quizzes (Microsoft Forms, Seneca, Educake) to constantly review progress and monitor catch up of key knowledge. |
| Review engagement data during school closure on Teams lessons and Assignments to identify key groups of students to support. |
| B. Curriculum Plan |
| The progressive 7-11 curriculum means students revisit key knowledge at regular intervals. Topics covered during school closure will be revisited, knowledge assessed and gaps filled or surface knowledge deepened. |
| Curriculums will be reviewed and changes made if appropriate for example important topics may be moved to the first half term to ensure they are covered (in case of further disruption to schools in the winter period) or more time might be spent on some topics which may have been taught during school closure and so need revisiting in greater depth. |
| Interleaving strategies such as 5-a-day starters will ensure students regularly review a range of knowledge and that they are building memory capacity for the whole year's curriculum. |

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| The Teaching and Learning programme will be centred around memory retrieval activities to ensure key knowledge that might have been missed is regularly revisited and deepened. |
| A robust Revision Programme for exam groups will be established so that they have additional time outside of the classroom to address gaps in knowledge. |
| C. Monitoring and Assessment Programme |
| The monitoring and assessment programme already in place mean student's progress is reviewed regularly. This will be used to ensure students will significant gaps are identified, supported and monitored to ensure progress. |
| All students have 2-3 formal monitoring points across the year. Progress against targets will be assessed using a range of data from class work to homework to timed assessments and shared with parents. |
| Formal mock exams are scheduled for Years 11, 13 and 12. End of Year exams are scheduled for Years 7, 8, 9 and 10. |
| Those identified as having significant gaps with have further monitoring and assessment opportunities using a range of digital platforms including: Accelerated Reader, myON, Maths Watch, Seneca Premium etc. |
| D. Remote Learning Programme |
| Our programme means further gaps should not develop. Students have work in line with curriculum in classroom available on SharePoint, Teams, hard copies. |
| Our digital platforms allow the vast majority of students to access additional work and revision outside of that set by classroom teachers. |
| Use of Oak National Academy resources to provide 'live' lesson opportunities. |
| Weekly after school drop ins for English, Maths, Science ensure students can have face to face support in core curriculum. |
| Digital access monitored and devices loaned to students isolating. |
| E. SEND Support |
| Year 7 and 8 literacy and numeracy programme. |
| Year 7-9 break and lunch club to support homework and emotional needs |
| Year 7-9 1:1 mentoring with HLTA |
| All EHCP have additional time to focus on progress in core subjects |
| For further remote learning, EHCP and SEN students with significant needs have TA allocated to make weekly phone calls to support learning. |
| F. National Tutoring Programme for PP Catch Up |
| Students identified in Year 11 for Catch Up. Tutors to be assigned to work with students on a 3:1 ratio for catch up in English, Maths and Science. 15 hours per student available of support. |
| G. Attendance |
| Attendance Officer has list of students with severe gaps and monitors attendance carefully. |

Attendance Officer also monitors self-isolating students. Teachers then provide remote learning options to ensure gaps do not increase.

G. Well- Being

Breakfast club for most vulnerable and anxious students – to encourage attendance and focus for the day. Time for homework/coursework to be completed/printed.

Lunch club for most vulnerable and anxious students – to encourage attendance and focus throughout the day. Time for homework/coursework to be completed/printed.

Gardening club to give therapeutic support to those most affected by the pandemic.

Well-being resources (mindfulness/exercise/activity books etc.) to give therapeutic support to those most affected by the pandemic.

Stress management workshops held for groups of 6 to support in stress of returning to College and missed work.

Anxiety workshops to support those who are struggling to attend with COVID 19 anxiety.

Exam preparation courses for those concerned about exams in light of COVID 19 and missed time (prior to mocks and real exams).

Daily lunchtime catch up sessions for KS4 students, staffed by core teachers.

“Guinea Pig” club, supporting students with social, emotional and mental health needs.

Spending allocated: £80 per student

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|----------------|------------------------|------------------------|------------------------|-------------------------|-------------------------|---------------------------------------|
| Cohort numbers | Year 7: 263 | Year 8: 263 | Year 9: 263 | Year 10: 263 | Year 11: 259 | Total Allocation: £104,880 |
|----------------|------------------------|------------------------|------------------------|-------------------------|-------------------------|---------------------------------------|

Breakdown of funding

| Term funding released 2020-2021 | How much funds are released per student (£) | % of final allocation | How much funds are released per term for all students (£) | Cumulative funds released for all students (£) |
|--|--|------------------------------|--|---|
| Autumn | 20.0 | 25.0 | 26,140 | 26,140 |
| Spring | 26.7 | 23.4 | 30,285 | 56,425 |
| Summer | 33.3 | 41.6 | 48,455 | 104,880 |

| Year Group (7-11) | Action | Impact | Cost |
|--------------------------|--|--|--|
| 7-11 | High quality teaching every lesson. | Ensure that students in school understand the ethos of 'every lesson counts' and make most of face to face teaching. | None |
| 7-11 | Establish a high-quality remote learning programme including digital provision and 'hard copies' of work to cater for every student and their needs. | To mitigate against further classroom time missed due to the ongoing issues with Covid19 and ensure further gaps are limited. | Linked to costs further down such as Educake and Seneca Learning |
| 7-11 | Review curriculum plan and adapt according to a) need to review work covered during school closure b) deliver this year in the face of possible further disruption to learning. | Teachers can ensure content covered during school closure can be revisited at the appropriate depth. They can also consider either prioritising difficult topics in the first autumn term (where impact of Covid may be less) or spend more time on some content than others to ensure anything missed can ... | None |
| 7-11 | Implement and monitor whole school Teaching and Learning focus around memory retrieval and developing long term memory. Practical suggestions, reading and resources will be shared across the year. | This will allow students to regularly re-visit knowledge – especially that covered during school closure to ensure all teachers can monitor progress and address gaps. This interleaving approach will be especially important for KS4 students preparing for exams. | None |
| 7-11 | Robust monitoring of attendance. | To ensure students spend as much time in school as possible to ensure further gaps do not develop. Specific monitoring of students self-isolating and data shared so remote learning provision can be provided. | None |
| 7 | Fund CAT tests | Identify baseline and use to set targets based on future potential. | £2,921 |
| 7 and 8 | Accelerated reader programme | Set baseline reading/comprehension. Use data to identify those in need of catch up. Monitor progress across the year. | £2,000 |
| 9 | GL PTE reading and comprehension Assessment | Identify baseline. Use data to identify those in need of catch up. Monitor progress across the year. This will ensure the majority of students are caught up and ready to start GCSE's next year. | £1,456 |
| 7-10 | myON reading – digital library | Students can access a wide range of reading material to support literacy catch up. A specific cohort of catch up students can be identified and progress monitored across the year. | £1,000 |
| 7-11 | Maths Watch | Provide continuous revision. Used to identify those in need of catch up. Monitor student progress. Part of remote learning programme. | £500 |

| Year Group (7-11) | Action | Impact | Cost |
|-------------------------|--|---|--------|
| 7-11 | Seneca Learning / Premium (Year 10 and 11 for premium) | Provide continuous revision and build long term memory. It individualises areas of study for each student and is used to identify those in need of catch up and monitor student progress. This forms part of remote learning programme. The resources available within Seneca Premium will allow for strong independent learning at home and thus improve pupil progress when it comes to key assessment points (mocks and monitoring points). Students have access to smart assignments, bespoke revision materials based on a work completion algorithm, and wrong answer analysis for all subject based revision. Staff and students will be able to identify learning gaps and set bespoke homework and revision that covers these gaps. Analysis of students' work then builds over time and interleaved practice and revision is created. | £3,600 |
| 7-11 | Autumn assessment in all subjects at all Key Stages | To assess students' knowledge (including content covered during school closure March-July) and identify those in need of catch up. Use information to establish intervention needs. | None |
| 7-11 | Educake | Used as a homework tool to revise and build long term memory. Those in need of catch up will be identified and catch up classes created to monitor progress in: English and Science | £1,600 |
| 10 and 11 KS3- Maths | Pixl App | Used as a revision tool in maths, English, science, history, geography. All students can be monitored but a specific focus on key students. Also PiXL times table app | None |
| 7-11 | PiXL Subscription | PiXL resources used in lessons for most subjects along with lifeskills lessons. Range of resources available: PiXL Knowledge, PiXL Independence. PiXL Build up will allow a focus on 15-20 grade 3 students to support and progress to grade 4 GCSE outcomes | £3,125 |
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| 7-11 | Text books for English and Maths | These will be used for students who need to isolate across the year who do not have access to our digital remote learning resources. It will mean they can continue to learn key skills. | £2,286 |
| 7-11 | Digital Library Bundle - Maths | This will support catch up students in maths by providing access to a digital text book to either review work set during school closure or if students need to isolate this year. | £563 |

| Year Group (7-11) | Action | Impact | Cost |
|-------------------|--|---|--|
| 7-11 | Ensure all students in all years have access to a computer at home where needed | This will allow students to access online learning resources at home whether for periods of self-isolation, or local lockdown events | £10,000 |
| 10-11 | Purchase revision guides for students where needed to ensure independent work can be completed at home | Track home learning engagement in Years 10 and 11 to highlight successful use of revision guides at home. Improvement in attainment and progress scores between January and June 2021. | £3,500 |
| 7-9 | Kerboodle | This will support catch up students in history by providing access to a digital text book to either review work set during school closure or as students need to isolate this year. | £500 |
| 7-11 | Visualisers: English, MFL, Music and Science | To enhance the quality of feedback to students and allow them to improve written work. They will improve teaching and learning as they will enable staff to model from the front of the class as they cannot freely move around. It will also allow science practicals and GCSE required practicals to be shown to students in class as well as those at home in isolation. | £4,000 |
| 11 | Dynamic Learning | Will be used to help students understand the theory around the current coursework in Year 10. The resource provides electronic access to the coursebook and a large range of teaching resources. For the exam unit, the resources provide teaching resources and exam practice. Dynamic learning can be access at home and at school so students can use this for homework and during any isolation time. | £100 |
| 11 | Exam Pro- French, German, Spanish | Exam Pro will give us more assessment material so we can give a more informed view regarding tier entry and gives the students invaluable exam practice. Due to Covid a lot of Year 11 and Year 10 have missed assessment opportunities so we will be able to provide them with independent learning opportunities to bridge the gap. | £255 |
| 11 | Targeted academic support - Maths, English and Science intervention. | Small group focus will allow targeted intervention of key students- particularly in the build up to GCSE exams. Students will be supported by specialists for the three subjects. Impact will be measured at the end of the year by GCSE results of targeted students. Student comparison between mock exams and GCSE results. | Based on average M6- 1 day a week = £838.60/ month English 1 day/ week (7 months): £5,870.2 |

| Year Group (7-11) | Action | Impact | Cost |
|-------------------|---|---|--|
| | | | Maths 1 day/ week (9 months): £7,547.40 Science 3 days/ week (5 months) £12,549 |
| 11 | Whole School Revision sessions (Lunch, after school, remotely) | Identified students will be supported with a programme which runs across the year to ensure all those in need will have time to be supported in one or more subject. | None |
| 11 | February Half Term/ May half term Revision/ Saturday intervention | Revision for identified students to allow for targeted support. | £3,000 |
| 11 | Easter G&T and PP revision | Revision for identified students to allow for targeted support. This will be close to the exam season and provide last minute support. | 20 subjects or more: £10,000 |
| 11 | Students aiming at grades 4-6 | Revision for identified students at 4-6. This will be close to exam season and will provide important support at this time. | £2,000 |
| 10 and 11 | GCSE Pod - All subjects | GCSE Pod offer syllabus specific resources, customisable assessment systems and flipped learning opportunities. Significantly improve attainment- GCSE Pod provided fantastic opportunities for dual - coding which will help with the understanding of many concepts for catch up. Significantly improve teaching efficiency and productivity- The combination of different levelled exam-style questions, supported with visual aids (videos) will lead to students using GCSE Pods Significantly reduce teacher workload- GCSE Pods will allow departments to set differentiated work in advance, combining with our own worksheets as well as set material. The ease of access and ability to share material will mean that we will be able to keep both parents & students "in the loop" in terms future work and thus help students with "time management" skills." | £5,803 |
| 10 and 11 | Computer Science - Smart Revise | Will be used to help students (especially weaker students) to revise the exam content for the 100% exam GCSE Computer Science course. Teachers can set sections to students and Smart revise provides an extensive bank of exam questions to use. There are limited past papers for the course, so this is needed to help catch up the students on time that they missed | £527 |

| Year Group (7-11) | Action | Impact | Cost |
|-------------------|--|---|---------|
| | | during lockdown. Students can use this in lesson/help to improve the quality of revision. | |
| 11 | National Tutoring Programme | To support disadvantaged students in Year 11 with 3:1 tutoring in English, Maths and Science. This is subsidised 75% by the DfE with schools having to pay the remaining 25%. It provides a 15 hour programme of support for each disadvantaged student to support in GCSE work for their exams using external tutors/ staff known to the school. | £3,188 |
| 7 and 8 | Literacy and Numeracy withdrawal for SEN students/those with significant needs | Allows students more time to catch up core skills. Students benefitting from small group work will make rapid progress in literacy and numeracy as measured across the year. | None |
| 7-11 | Leaders to track and monitor catch up strategies looking at refining practice to ensure learning gaps are closed in the most effective and timely manner | Quality teaching remains the single most effective way for closing learning gaps. Focus on monitoring points for each curriculum area will help leaders to target specific subjects and support as needed. | None |
| 7-9 | SEN Form Time | Allows students to get organised for the day and address any issues so they are prepared for lessons. | None |
| 7-11 | SEN break and lunchtime club | Allows students to access support for homework and emotional needs. | None |
| 7-9 | Gardening Club and Guinea Pig Club | To support students with social, emotional and mental health needs and provide resources for a new area. | £3,500 |
| 7-11 | New Parent's Evening Platform to support remote conversations. | To ensure parents are informed about catch up needs and the provision available. | £499 |
| 7-11 | Future interventions / Term 3 support | From April onwards other interventions/ support will be put in place for students as the impact of catch up becomes more evident and different approaches become necessary depending on lost time from staffing and student absence. | £12,202 |