

Catch Up Premium Strategy Plan

Summary information			
School	Shenley Academy		
Academic Year	2020-21	Total budget	£75,880
Total number of pupils	948.5 (October 19 Census)	Date for next internal review of this strategy	JAN 2021 (postponed to March due to lockdown)

1. Barriers to future attainment & progress due to COVID-19	
In-school barriers (<i>issues to be addressed in school</i>)	
A.	Number of gaps in student knowledge retention and skills. (Baseline data sept 2020)
B.	Literacy across the school
C.	Numeracy skills are below average

2. Outcomes		
	Desired outcomes	How they will be measured
A.	Knowledge retention improved with an increase in assessment outcomes	Synoptic tests: termly
B.	A raise in reading ages towards chronological age	GL reading tests termly. Trust reading strategy.

C.	Numeracy skills to be in line with national average	GL numeracy assessments termly. Synoptics tests.
D.	To provide targeted support for students struggling with academic and SEMH difficulties post lockdown	Improved level of provision leading to improved attendance, engagement and achievement.

3. Planned expenditure - Quality of teaching for all							
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Review Date	Costing	Review Comments
Quality of teaching for NQT's raised towards Mastery	NQT Twilight sessions NQT's offered twilight sessions to develop their quality of teaching and learning. There will be a focus per half term with a twilight for each focus and follow up cpd event. There will be one event held per half term.	This is due NQT's missing their second placements due to COVID These sessions will be based around key focuses for each NQT. The Key focuses will be derived from the feedback from observations and learning walks.	Quality assurance of the sessions will take place and monitoring of NQTs to ensure impact of training. CPD of NQT's will be audited by Senior SLT to ensure quality practice	EMS/SIR	April 21	£573	Programme started January. SIR is lead, supporting rapid response programme Area's of development identified from NQT report and Learning walks/ observations. Bespoke package of support planned to support NQT's with a focus on improving both teaching techniques and subject knowledge. Knowledge audits have been carried out to identify areas of weakness and package has been put in place to support.
Improve the quality of teaching and learning across the school increasing the number of teachers moving towards Mastery. Staff understanding of the latest pedagogical developments will be improved.	Key leader online website for CPD SLT to be given access to the 'KEY' portal, allowing all staff to access the latest research on pedagogy.	Improving the quality of teaching and learning across the school is a key priority. Key provides up to date documents which follow the current changes in education.	All SLT staff will be given training on using the 'KEY' portal and staff directed to view certain document to improve their quality of teaching.	RPE	April 21	Key Costs £1180	KEY purchased and used by SLT to develop. Used to keep upto date with latest developments in education.
Total budgeted cost							£1753

4. Planned expenditure - Curriculum							
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Review Date	Costing	Review Comments
Knowledge retention increased across all subjects. Students are able to do constructive revision using the guides. Guides can also be used to support knowledge gap due to Covid.	<p>Year 10-11 revision guides – all subjects</p> <p>Purchase of revision guides for all students to support Knowledge retention. Each subject area is identified an appropriate guide suitable for their subject.</p>	Based on Baseline data we have identify significant gaps in knowledge. CGP books are a useful revision tool to support the closing of knowledge gaps.	Overseen by SLT, ensure students know how to use the revision guides effectively. Launched by AHP for year 11. Home learning will be linked to using these guides.	BEM/ EMS	April 21	Revision Guides and Exercise Books £13,971	<p>Revision guides purchased in all subjects where they are available. Revision guides have been circulated HWK is given around revision guides. Letter has gone home from BEM to remind students the importance of using their revision guides and how to use them. Year 11 mock percentage increase from 19/20 to 20/21 English 4+ 9% 5+17%, Maths 4+4%, 5+10%, Catering 4+22%,5+ 30%. Business 4+ 33% 5+32%.</p> <p>Year 10 English 5% increase in 5+ from 19/20</p> <p>Science 4+ 5% increase and 5% increase on 5+ from 19/20 from Autum year 10 data collection.</p>
Maths outcome to increase to help support students make better progress. Number of students who are classed as very low reduced by 50%	<p>CGP Targeted workbooks Maths (7-9)</p> <p>CGP Catch up books for Maths.</p>	Based on GL assessments we have 26 students who are classed as very low in Maths. CGP guides have proven to be student friendly and engage students to complete work	CGP catch up books to be used in lessons and HOF's to set home learning using guides	DAS/MAT	April 21	In above spend	<p>Current intervention in place Using CGP catch up books. Next round of CGP catch up groups to are ordered. Average points core from baseline has increased from 2.6 to 6 out of 10 for targeted students.</p>
Students are able to programme simple and complex codes to ensure that the robot completes their task Getting more PP and females interested in coding	<p>LEGO league</p> <p>Suspended due to COVID. Resumed in Summer 1</p> <p>Building and programming through LEGO</p>	Girls and PP students have another outlet and are inspired to try programming and coding	Students have access to the programming software Students feel safe and confident in their ability with a safe space	HEP	July 2021		

Total budgeted cost

£13,971

5. Planned expenditure – Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Review Date	Costs	Review Comments
<p>Reading age to be increased by 6 months in 6 weeks</p> <p>Reading ages to be raised by 2 years in 1 year</p>	<p>Year 7 Form time Early readers (literacy)</p> <p>Tutoring programme to support the development of reading skills. Tutoring program for 45 mins per week in small groups of no more than 5 students with a focus on literacy. Coaching programme to have a clear focus on literacy at all times. Books tailored to suit ability and increase challenge.</p>	<p>Based on GL assessments 20 students with the lowest reading ages (6 and under) have been identified.</p>	<p>Coaching programme for tutors to support with reading. LAJ to give support with latest pedagogical developments on improving literacy.</p>	MST/ Lauren	April 21		<p>Literacy programme started. Programme running in form time. Programme makes use of literacy trust resources. Base Line data taken from GL assessments and trust reading assessments. Programme to be reviewed every half term. Currently 48% of students have made 12 months or more of progress in year 7. . .</p>
<p>Numeracy Skills increased based on GL assessment outcomes. Reduction of 50% or more students been classed as below average.</p>	<p>Maths Tutoring - 7 (form time) and 8 and 9 (after school)</p> <p>Tutoring programme to support the developing of numeracy skills for years 7-9 in conjunction with targeted workbooks.. This programme will focus on the lowest attaining 26 students as a focused programme. The programme will focus on core numeracy skills needed to help support success throughout KS3 and then 4.</p>	<p>GL assessments indicate 28 students with well below average numeracy skills. This indicates there is a significant gaps within students' knowledge and understanding.</p>	<p>HOF for Maths to ensure content is suitable and will develop numeracy skills</p>	MAT	April 21	<p>Staffing tutor costs £1,125</p>	<p>Numeracy programme in place. Program is being expanded to incorporate key groups in year 8 Groups have been identified based on current data and intervention started. March: Baseline assessments currently being carried out with fortnightly updates on progress.</p> <p>Year 7 Numeracy is continuing Originally starting at 22% on tests on average currently upto 60%</p> <p>The average has dropped/plateaued with introduction of new students.this is on basic addition subtraction multiplication and fraction work.</p>

							<p>Year 8 and 9 Intervention, There are 4 groups running. This changed to 3 due to staffing issues and staff absence. Pupil buy in is low, Parents withdrawing consent has affected numbers and attendance.</p> <p>Year 9 Test scores increasing from 24% to 38%, Recent average has dipped due to inconsistency in attendance.</p> <p>Year 8 test scores start low at 23 % then upto 30%. Sporadic attendance means the average drops.</p> <p>Year 8 and 9 Intervention to be relaunched</p>
MFL outcomes increase on previous year	<p>MFL tutoring (MAB)</p> <p>Year 10 and 11 mentoring programme for MFL students This will be 2 hours additional tutoring per week to support outcomes</p>	MFL outcomes are below national average and are a focus area for the Academy	Tutoring programme to be monitored and vetted to ensure a quality provision for all students.	TTO	April 21	<p>£3445 M Bruce costs</p> <p>Staffing Tutor costs £638</p>	MFL mentoring sessions show nov mock results have increased by 19% 4+ and 2%5+ compared to Nov 19 with Nov 20. On going intervention sessions for year 10 with a focus on improving writing and speaking skills baseline has been carried out (March 21) with fortnightly updates on progress of intervention.
Year 11 knowledge and skills gaps to be reduced	<p>Half term school for foundation subjects yr 11 (options)</p> <p>Half term school offered to all students on set range of subjects</p>	Baseline data indicates knowledge and skills gap	Teacher led session to catch up students on coursework and key areas of theory post lockdown	BEM	October 20	<p>35 staffing hours (£875) plus additional planning time, for total of £1137</p>	Half term school took place as planned across 3 days with 6 option subjects- Science, History, Product, Business and Health & Social Care with over 30 students in attendance
A 2 year increase in reading ages for a core group of students.	<p>Reading group (REC and CMC) – year 7 and 8</p> <p>Mentoring to work on improving literacy across</p>	An academic mentor gives additional capacity to focus on a core group of students with low reading ages and improve literacy helping	Academic mentor to receive coaching on delivering an improving literacy programme in school. Programme will	MST	April 2021	<p>Staffing tutor costs £938</p> <p>Resources £80</p>	Literacy intervention is in place with a targeted group of year 7 and 8 students. With an intensive focus on those with the lowest chronological reading age. 47% of year 8 students

September 2020

	the school. With a focus on improving the reading ability of a core group of students.	them access the curriculum.	be led by MST QA by SLT.				have made 12 months or more progress.
Close the knowledge gap between KS2 – KS3.	Primary teacher x 1.5 – yr 7-9 Targeted intervention for those consistently underperforming with SEND needs.	Baseline data, pyramid of need analysis and reading age data indicates that there is a knowledge gap	Use of QA'd year 7 curriculum (from school). Maximum if three students per group. TA to support initially to ease transition.	LAJ	May and July 2021	Primary Teacher 0.6 £6913 Primary Teacher FT approx £9625	May 2021 Baseline matrix has identified all gaps in student knowledge between KS2 and KS3. Targeted students are working with the primary specialists for between 1-4 sessions a week on both English and Maths Initial student feedback is very positive.
To provide targeted support for disaffected students struggling with academic and SEMH difficulties post lockdown	D&T teacher – yr 7-8 – 1 day a week for 7 weeks (Start 7th June) Targeted intervention to encourage engagement and nurture a love of lifelong learning.	Pyramid of need analysis has shown that key students are particularly vulnerable and despondent with education. Poor attainment, attendance and behaviour.	Teacher is known to LAJ. SoW is QA'd by LAJ. Groups are kept to max. Of 4 students.	LAJ	July 2021	Materials £1000 D&T tutor £2,400	Provision has just commenced.
To provide targeted support for disaffected students struggling with academic and SEMH difficulties post lockdown	Bushcraft teacher – yr 7-8 – x 3 sessions a week (Start 7th June) Targeted intervention to encourage engagement and nurture a love of lifelong learning.	Pyramid of need analysis has shown that key students are particularly vulnerable and despondent with education. Poor attainment, attendance and behaviour.	Teacher is employed already within the school as a PSM. LAH has QA'd 6 week scheme.	LAJ	July 2021	£624 materials	
Targeted intervention for students who are behind using the national tutoring service	My Tutor - year 7-9 English and Maths after school Targeted supporting using the national tutoring programme to work with key students on key areas of development identified by baseline assessment carried following the	National tutoring programme shown to have great success in closing gaps.	Bespoke package of intervention based on baseline data. Targeted support for key students with review stages of progress. .	RPE/LAJ	April 21	£1687 My Tutor Spent Materials Headphones £569	Baseline data to indicate targeted areas of support for students. Students identified and programme put in place. Use of My Tutor programme for intervention with targeted groups. This intervention will run with 1-3 pupils.

	return of students to the academy on March 8 th .						
Targeting students who have struggled with returning to education	Social worker (5 days) (DELAYED - DBS)	Targeted support for students whose needs need specialist intervention to aid them returning back into fulltime education.	Social worker has just finished her training through a recognised link. This is the same	LAJ/SBE	July 2021	£400 per week, 3 weeks £1,200 Environhort £3,840	Delayed.
Targeting students who have shown high levels of SEMH difficulties	Malachi (commencing 9th June)	Targeted support for students whose needs need specialist intervention to aid them returning back into fulltime education.	Recognised therapeutic resources across the midlands. SENCO has had previous experience with working with them. The sessions are logged via a virtual platform that LAJ/SBE can access.	LAJ	July 2021	£800 x 7 weeks (end of summer term) £2,400	9 students are now being seen through Malachi. 6 x yr 8 1 x yr 9 3 x yr 10 All outcomes of the conversations can be tracked via the Malachi tracker (by DSL and AHT).
Targeting students who are regularly underperforming in end of topic exams	Science after school intervention	Based on previous end of topic assessments. Bottom 30 students, in year 10, with the lowest marks have been identified.	Focusing on AQA specification, and exam style questioning techniques to re-teach topics	JSA/AHU	June 2021	Staffing tutor costs £200	Baseline test on 5.1.1.1 showed students were between grades 1-3. Follow up exam showed an increase in grades to 4-6.
Total budgeted cost						£37,821	

6. Planned expenditure - Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Review Date	Costing	Review Comments
Improvements in assessment outcomes.	Assessment printing Increase the number of assessments and mark schemes available to	By providing a range of assessments allows students to gain a greater understanding of assessments tasks and the requirements of the exams.	HOF's to develop key assessment pro-forma	RPE	April 21		HOF's utilising resources to share assessment resources with KS4 students. Further use of over term 2. Purchased exampro for Geography to support development of

	pupils by covering reprographics costs.						assessment. Revision guides purchased in all subjects where they are available. Revision guides have been circulated HWK is given around revision guides. Letter to go home to remind students the importance of using their revision guides and how to use them. Year 11 mock percentage increase from 19/20 to 20/21 English 4+ 9% 5+17%, Maths 4+4%, 5+10%, Catering 4+22%,5+ 30%. Business 4+ 33% 5+32%. Year 10 English 5% increase in 5+ from 19/20 Science 4+ 5% increase and 5% increase on 5+ from 19/20 from Autum year 10 data collection.
Reading and numeracy skills to measure an increase in progress across all subjects.	GL assessment credits – year 7 (CAT 4, PTE, PTM, NGST (spelling), NGRT (reading)) GL assessments for Reading and Numeracy	A need to monitor the progress of reading ages/ numeracy skills to ensue targeted intervention where needed and ensure the intervention programme is having an impact.	Planned assessment periods with use of ICT rooms.	PAW	April 21	£2,800	Assessment credits have been purchased for use of the GL assessments. Used as a baseline measurement to identify areas in need of intervention. Bench marking assessment has taken place. Next round of GL assessments planned for Term 3.
Harry Potter project	Harry Potter school A project to engage SEND students who's academic achievements are below expected and support their engagement in learning.	A bespoke package to support underperforming SEND students and improve their mental wellbeing.	Overseen by SLT(SEND) and SENCO.	LAJ	March 21.	473	Student voice collected. 100% of students felt HP school made physical school more enjoyable during lockdown.
Improve student concentration in lessons by increasing engagement at lunchtimes.	Board games for year 7 and 8 Purchasing of games to improve engagement at lunchtimes.	Bu increasing engagement at lunchtimes leads to more focused pupils returning to lessons.	Overseen by PSM's and SLT with targeted pupils to engage.	JHB PSM's	April 21	£306	Actions: Student voice to be carried out on the use of games. On average lunchtime negative incidents for Y7/8 have decreased by 44%.

							Y7 – 81% / Y8 78% of students feel the boardgames have helped them to feel more relaxed at lunch and more focussed for their afternoon lessons.
Targeted TIA intervention	TIA intervention To target key students following evidence of progress gaps in pupils	Allocated to TIA Staffing	TIA allocation will be reviewed in accordance with achievement data, learner passport review needs and SEND subject actions	ADR/LAJ	April 21	£14,856	Ongoing TA support for targeted students. Individual support timetables have been put in place for key students that require additional academic and SEMH support from within lessons.
Total budgeted cost						£18,435	
Total Plan cost						£71,980	
Grand total budgeted cost						£75,880	

Remaining to be allocated £3,900