

ECCLESFIELD SCHOOL



On Track **Coronavirus Catch-up Premium** **Strategy Statement** **2020 - 21**

Responsibility	S McCoy
Publish date	October 2020
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Context and Rationale

Context:

Closure of school for the majority of pupils due to the Covid pandemic meant that we had to react quickly to provide remote support for students, both academically and pastorally. Staff were quickly deployed to make every effort to safeguard the education and wellbeing of all students. All children will have experienced Lockdown differently: for some it will have been a positive experience, but some children will have suffered loss and possible trauma. In addition to this, the length of time away from school's routines, relationships and face to face delivery means that many children require support both within and beyond the classroom to ensure their wellbeing and learning are '**On Track**'.

Rationale:

The 'Coronavirus Catch-up Premium' funding will allow us to strategically direct **additional funds** to ensure that **ALL** students are ON TRACK following time away from the classroom and the wider opportunities, experiences and relationships that Ecclesfield has to offer. Although we will focus on priority groups, the spending will be directed to where it is needed most and be used for interventions / actions that will have the highest impact for the highest number of students. The funding will be considered in line with what falls into the **typical school offer** as well as the **Pupil Premium funding and strategy** and the **school priorities**. The interventions will be in addition to the programmes and interventions already in place. We recognise that much of the funding will be used to provide targeted academic support but that funds will also be available for teaching and wider strategies (as categorised by the EEF's Three-Tiered Approach).

Core purpose & values:

- **Short Term:** Improved progress and outcomes / higher attendance / improved behaviour/ engagement / wellbeing / staff development.
- **Long Term:** Independent, successful students who are resilient and able to self-regulate.

Focus Groups: *Offer to ensure students are ON TRACK / Use of Catch-Up Funding*

Please also see table below focus and specific year group support

- **Vulnerable groups:** Disadvantaged (PP/FSM/LAC/Post-LAC), YC, CIN and CP across all year groups as well as 'newly vulnerable' students who will need to be identified and appropriate action taken.
- **Year 11** Focus on supporting students and narrowing gaps through subject intervention/ study skills and revision / 1:1 – 1:5 tutoring / providing resources (incl. access to IT).
- **Year 7 to 9** Focus on literacy and numeracy interventions and support.
- **Year 7-11** Continued literacy focus, specifically on the reading and comprehension elements of our Speak, Read, Write Literacy Strategy – as part of the universal teaching offer.
- **Year 7 to 11** Wellbeing / attendance / behaviour and approach to learning support and interventions.
- **Year 9 and 10** – Metacognition and self -regulation e.g. study skills / effective learning strategies
- **Year 7 to 11** – Digital literacy and access to technology

Focus Groups will have access to specific interventions that sit within Wider Strategies and Targeted Academic Support. All year groups will have access, where required, to wider strategies to help remove barriers to learning and support children to be **on track**.

	ID	Wider Strategies for identified students (Support / Interventions)					ALL	Targeted Academic Support for identified students (Interventions)								
		Specific Identification Process Required	Wellbeing	Engagement	Approach to Learning	Attendance		Behaviour	Universal Teaching offer for all students i.e. close gaps in class through expert teaching	Y11 Specific Academic Interventions (prog/attain)	Literacy Interventions	Numeracy Interventions	Subject Interventions	1:1 / 1:5 Tutoring	Study Skills / Revision/ Self-Regulation/ Metacognition	Digital Literacy
Vulnerable Disadvantaged i.e. PP/FSM/SEND/LAC/Post-LAC plus YC, CIN and CP Years 7-11	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Newly Vulnerable Years 7-11, as required.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Year 11	✓	✓	✓	✓	✓	✓	✓	✓				✓	✓	✓	✓	✓
Year 10	✓	✓	✓	✓	✓	✓	✓							✓	✓	✓
Year 9	✓	✓	✓	✓	✓	✓	✓		✓	TBC				✓	✓	
Year 8	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓			✓	
Year 7	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓			✓	✓

Ecclesfield's response to school closure (March 2020- July 2020)

- Identified vulnerable students and set up weekly pastoral support and check-ins to ensure safeguarding and wellbeing was in place.
- Staff quickly utilised Google Classrooms and Teams to upload work and also used school email to keep in touch with students.
- Quickly utilised expertise across Minerva Learning Trust to support staff as they trialled new teaching approaches via Teams and Stream – synchronous and asynchronously. Staff were wonderful and keen to learn and trial approaches. Live lessons modelled for others to follow.
- Identified students unable to access online learning through lack of technology and provided devices where possible (KS4) or paper-based work-packs e.g. FSM and SEND children.
- Provided appropriate learning and support both online and in school through key worker and vulnerable student provision, maintaining key worker provision throughout Easter holidays at the peak of the pandemic.
- Provided mental health and well-being support for vulnerable students and any newly vulnerable students through check-ins and safeguarding team, as required.

- Created a virtual / remote transition experience and resources for the Year 6 pupils, including visits for small groups of more vulnerable Y6 students.
- Provided bespoke provision for most vulnerable SEND pupils and those on our additional learning pathway (ALP). Bespoke and accessible paperwork packs. Online support via 1:1 and small group interventions to prepare students for return
- Provided and delivered 92 food bags from staff and community donations for vulnerable families at the start of lockdown. Provided support regarding FSM vouchers and regular food bank referrals.
- Fundraised across school and our Minerva Learning Trust to support hardship cases related to Covid. £2000 raised for families to access for hardship related to Covid.

As our Staff & Students returned and school has opened to all students our key priorities are:

- **CONNECT: Solid social and emotional foundations for learning.** Provide curriculum time to re-establish routines and relationships, connecting students back to our school community in a safe and supportive environment. Extended transition process for Year 7 i.e. two days, including one day in the school without other year groups). Extended Tutor experience upon re-entry as the foundation for learning (one day each for Y8-11). Universal offer for all students and also for staff as we reconnect as a school community. Staff wellbeing is a priority, especially with the logistics of zones for year group bubbles.
- **CONSOLIDATE: Consolidate the curriculum.** Low stakes testing to assess students as opposed to formal assessment in the early stages. Subject tracking and informal teacher assessment with a planned gradual return to summative assessment to ensure we are explicit in terms of gaps – this is critical for ensuring students are on track. Close gaps in class through expert teaching, using the Ecco T&L Principles e.g. high-quality instruction and modelling, checking for understanding; live feedback; addressing misconceptions and the opportunity to practise. Refine and adapt subject level curriculum planning to ensure critical knowledge, skills and concepts are covered and foundations for next steps in learning are secure. Universal offer for all students. Knowledge organisers to support acquisition and recall of knowledge – aligned with curriculum. Staff development to support consolidation and closure of gaps, both through face to face and remotely, as required. Continue to develop CPD for teachers to support the delivery and creation of online learning and resources. Continue to develop the digital literacy of all students
- **CATCH UP: Provide bespoke intervention to support the wellbeing, attendance and behaviour, approach to learning and engagement of our more vulnerable students.** Improve the well-being and emotional resilience of students through SMSC, Tutor Time and wellbeing activities/ support. Engage parents and make communication with parents / carers easier. Encourage independence / resilience and self-regulation in students.

School Context

School name	Ecclesfield School
Pupils in school	1688
Proportion of disadvantaged pupils	29.3%
Catch-up allocation this academic year	£135,006
Academic year or years covered by statement	2020 - 21
Publish date	October 2020
Next review date	Sept 2021
Statement authorised by	Richard Walkden
Catch-up lead	Stephanie McCoy

Students on roll:		
2018/19: 1698	2019/20: 1683	2020/21: 1688

2019-20	Students	Disadvantaged Students (No.)	% Disadvantaged Students P/Year	Students Eligible FSM ¹	SEND ALL P/Year	SEND P/Year K	SEND P/Year E
7	334	101	30%	70	58	55	3
8	347	103	30%	66	52	50	2
9	328	121	37%	69	54	51	3
10	345	90	26%	61	49	45	4
11	329	80	24%	50	36	26	10
School	1683	495	29.4%	316 (19%)	249 (15%)	227 (13%)	22 (1%)

2020-21	Students	Disadvantaged Students (No.)	% Disadvantaged Students P/Year	Students Eligible FSM	SEND ALL P/Year	SEND P/Year K	SEND P/Year E
7	359	114	32%	96	82	78	4
8	332	99	30%	69	56	53	3
9	339	93	27%	67	46	44	2
10	330	108	33%	64	54	51	3
11	343	81	24%	60	49	45	4
School	1688	495	29.3%	356 (21%)	287 (17%)	271 (16%)	16 (1%)

Additional Context 2020-21:

13 LAC (Looked after children) / 13 Young Carers / 6 Service Pupil Premium / 61 EAL

¹ FSM: Free School Meals

Disadvantaged pupil performance overview for 2018/19

Progress 8	-0.38
EBacc entry	32%
Attainment 8	37.0
Percentage of Grade 5+ in English and maths	22%
Attendance	91.72%
PA (Persistent Absence)	%
FTE	67/100 (67%)

Disadvantaged pupil performance overview for 2019-20

Progress 8	-0.38
EBacc entry	31%
Attainment 8	37.68
Percentage of Grade 5+ in English and maths	19%
Attendance	91.9%
PA (Persistent Absence)	19.4%
FTE	136/211 (64%)

Strategy aims for catch-up funding

Aim	Target	Target date
Progress 8	Positive Progress 8 score Progress 8 disadvantaged above national average disadvantaged (-0.45) Narrow the gap between disadvantaged and all students (2020: -0.38 v 0.17 = 0.55 gap) Progress 8 SEND above national average SEND ALL Continue to narrow progress and attainment gaps between SEND and non-SEND students.	August 2021
Attainment 8	To close the attainment gap between disadvantaged and non-disadvantaged pupils and to aspire to the national average for all pupils.	August 2021
Percentage of grade 5+ in English and maths	To close the attainment gap between disadvantaged and non-disadvantaged pupils and to aspire to the national average for all pupils.	August 2021
Attendance	To close the attendance gap between disadvantaged and non-disadvantaged pupils and to aspire to the national average for all pupils.	August 2021
EBacc entry	To close the EBacc entry gap between disadvantaged and non-disadvantaged pupils.	August 2021
Not in education, employment or training	Ensure that there is no gap between disadvantaged and 'all' pupils going on to sustained education, employment and training.	August 2021
Behaviour	Reduce FTE: specifically, for SEND, PP and boys who are repeat offenders.	August 2021
Approach to Learning	AtL good to outstanding across school. Improvement between data collections.	August 2021
Wellbeing	Student wellbeing improved, measured by student questionnaire	August 2021
Parental engagement	Increased uptake of Parents for virtual events.	August 2021
STAR Testing	Improved reading ages and reading age progress, especially for catch up students in Y7-8.	August 2021
High Quality Teaching	Increase in staff meeting and exceeding the Ecclesfield Standard	August 2021

Coronavirus Catch-Up Premium (CCP): On Track Strategy and Spending Overview (2020-21)

CORONAVIRUS CATCH-UP PREMIUM (CCP): ON TRACK STRATEGY 2020-21 SMC v2

Ecclesfield School's CCP Funding Allocation: £135,006



1 Teaching

A strong curriculum and high-quality teaching and learning are the vehicles by which the majority of students will be on track. This is the cornerstone of our 'on track' plan.

Connect: Strong personal, physical, social and emotional foundations must be in place to successfully address curriculum and learning. An extended period of pastoral support for students and additional CPD for staff was a critical start to the academic year.

Consolidate the Curriculum:

- o Subject-curriculum adaptations as a result of lockdown
- o Maintain key knowledge, skills and concepts with no compromise on ambition, breadth or depth
- o Well planned, spiralled, sequenced and layered curriculum
- o Allows time for greater depth whilst scaffolding to build confidence and success over time
- o Additional resources to ensure curriculum continues in zones

CPD: T&L Core Principles

- o Recall starter/low stakes testing
- o Quality instruction and modelling
- o Checking for Understanding
- o Live feedback to address misconceptions and close gaps
- o Chance to practise and develop learning in different contexts
- o Purchase whiteboard pens for all students Y7-11 to support CFU

CPD: Remote Teaching

- o Live and Asynchronous Teaching
- o Teams and use of Visualiser to support feedback. Additional resources for students required to isolate (IT and workbooks)
- o Purchase of visualisers for all classrooms to support blended learning and 'teaching from the front'.

CPD: Literacy Strategy (Speak, Read and Write).

- o Speak Like a Champion framework.
- o Drive reading through ERIC and Class Reads; Accelerated Reader and reading age tests to aid planning.
- o Developing comprehension through WoW and making the implicit explicit by teaching Tier 2+3 vocabulary

CPD: Knowledge Organiser Strategies

- o Supporting knowledge acquisition so that students know and can remember more

CPD: SEND and Disadvantaged Students

- o SEND Non-Negotiables
- o Disadvantaged Student Strategies
- o Making the Difference (PP funded over two years)

Quality Assurance of Quality of Education

Additional staff CPD e.g. Minerva networks, online CPD etc.

Y7 no SATS -CATS tests to support benchmark of Year 7 cohort.

Allocation £10,006:

- o Small bids up to £20 for in-class catch up and curriculum innovations which support our Teaching Priorities.
- o Bids of up to £200 for curriculum innovation and/or CPD linked to On Track / T&L Priorities.

BIDS TO CF/OM/SMC

Allocation £65,000:

- o 1:3 Tuition from Pearson (Core only) 190 students. £18,000.
- o 1:3/5 Tuition – Applications from all subjects – our teachers (£30 p hour). Approx. £37,500
- o Bids for Wave 2: up to £100
- o Bids of between £300- £500 for CPD & larger interventions (Wave 3).

BIDS TO CJN/SMC



Allocation £60,000:

- o TFFT mentoring 2 days for 3 terms £10,792*
- o Attendance-focused interventions/staffing
- o Engagement with pupils/families incl. App
- o Interventions/Resources e.g. Flower 125
- o CPD e.g., Trauma Informed Schools
- o Unravel 1:1 support up to £10,000
- o Transition Y6/ vulnerable groups £10,000
- o Assertive Mentoring (PP/SEND/V+NV)
- o Bids between £50-£300 for Wave 3 Pastoral Interventions
- o Hardship support (Pastoral referral)
- o Access to devices and resources
- o Special bids between £500-£1000 (inclusion)

BIDS TO RSE/SM/SMC

2 Targeted academic support

In addition to the usual academic interventions e.g., P6, Strive for 5, Literacy and Numeracy (KS3/4), Holiday Revision, Super Learning days etc.:

- o Pearson Tuition (1:3) online for Core subjects in school time (75% Gov funded) Year 11 H.E.L.P. students who are mostly disadvantaged, though not exclusively. 15 sessions (1 subject p/student only).
- o Ecclesfield staff 1:3-5 tutoring (100% E5 funded, £30 per hour for 10 weeks) – any subject can apply with CL/SLT agreement. YY11 initially.
- o On Track Tracker to target at-risk students and match to interventions, including staff CPD to run sessions.
- o Assertive Mentoring to close gaps in progress (Y7-11)
- o Literacy and Numeracy Catch Up Projects (Y7-9) e.g., in Tutor time.
- o SEND-specific bids for interventions to close academic gaps e.g., additional Lexia licenses.
- o Bids for catch up (not just disadvantaged and SEND) through wave 2 and 3 interventions. Must be impact focused and on top of normal intervention/provision (not instead of). This could be on additional hours' basis but cannot be inside contracted hours. Years 7-11.

3 Wider strategies

Foundations of closing gaps are a strong pastoral to remove barriers to learning. In addition to what is already in place:

- o TFFT – Think for the Future: 2 days' mentoring for up to 150 students p/day for 3 terms. Variety of foci. Impact assessed. E.g., engagement, attendance, aspiration, behaviour, SEMH, resilience. Y7-11 identified by Pastoral and On Track tracker.
- o Additional Attendance staffing (esp. PP/SEND) to re-engage PP/V.
- o Unravel 1:1 Cognitive Behav. Therapy Y7-11 – referral only.
- o On Track Tracker to target at-risk students and match to interventions; additional parameter of venerable/newly vulnerable.
- o Staff CPD to run intervention sessions (teaching and support staff)
- o Allocation of funding for attendance support and incentives
- o Apps, CPD and workshops for parents e.g., homework app. P/Eves etc – remove barriers.
- o Wellbeing and safeguarding increased 5M5C / pastoral
- o Parental engagement and support.

Wave 2-3 bids should target 'at risk' students on the ON TRACK Tracker. Bid process must be followed and evaluation/impact completed. Please see ON TRACK Tracker and Booklet.

Teaching: Priorities & CPD for current academic year

Measure	Activity
Ensure that the Ecco T&L Principles are 'lived, not laminated' to ensure expert teaching every day	CPD and EL to support high quality classroom delivery to close gaps: Close gaps in class through expert teaching, using the Ecco T&L Principles e.g. high-quality instruction and modelling, checking for understanding; live feedback; addressing misconceptions. Share good practice.
<p>CONNECT:</p> <ul style="list-style-type: none"> • Students • Staff 	<p>Provide curriculum time to re-establish routines and relationships; connecting students back to our school community in a safe and supportive environment. Ensure all are following guidelines and that school is a safe place for all students and staff.</p> <p>Staff Wellbeing must be prioritised: Decide what can be removed from workload to support high quality teaching and learning e.g. reduce meeting at assessment points.</p>
<p>CONSOLIDATE:</p> <p>Curriculum Development</p>	<p>Adapt subject level curriculum planning i.e. briefly consolidate learning from lockdown; decide what needs to be re-taught and what can be removed to make more space for essential knowledge and concepts. Maintain a spiralled curriculum to support opportunities for knowledge retrieval and deeper learning, but also ensure foundations for next steps in learning are secure. Consolidation of content during connect phase but resume curriculum by end of HT1. Knowledge organisers to support acquisition and recall of knowledge – aligned with curriculum and support home and/or remote learning.</p> <p>Continue to QA curriculum and provide support and time for Curriculum Leaders and Lead Teachers as required. Support CLs to quality assure the quality of education within their teams.</p> <p>Prepare for Remote Learning by giving planning time and bids for resources e.g. Technology, Music and Art will need additional resources to be able to meet the curriculum beyond HT1 – e.g. drumsticks; ukulele class sets. Craft and sewing sets; paints and resources.</p> <p>Plan for Tier 2-4 to ensure that staff are responsive to the needs of staff and students. Remote learning strategy in place and responding to the changing situation.</p>
Teacher Development	Staff development to support consolidation and closure of gaps, face to face and remotely, as required e.g. increase staff digital literacy for and through Teams, Synchronous/Asynchronous Teaching. Literacy, SEND and PP focus for teacher development.

	<p>Validation CPD for all staff from Unravel (Behavioural Psychologist)</p> <p>Staff development to support students be more successful learners through Metacognitive strategies, enabling self-regulation and improved motivation. Share in assemblies and with parents – especially important for disadvantaged students.</p> <p>Continue to support staff to be expert teachers with subject level CPD and Trust-Wide development routes, in addition to wider CPD.</p>
<p>Continue to champion the importance of literacy and our strategy: Speak, Read, Write</p>	<p>Continue to thread literacy through the classroom: CL to deliver T&L briefings to share best practise examples of WoW, ERIC, questioning to support whole class reads; using speaking frames and reiterating the importance of reading and also oracy for writing. Support the development of literacy and especially academic vocabulary across the curriculum.</p> <p>Support making the implicit explicit and explicitly teaching new vocabulary to scaffold learning and ensure that cultural capital or language do not prevent access to understanding in any subject.</p>
<p>Close gaps in lessons</p>	<p>Use MINT: know class data and target students for feedback. Share strategies and good practice with colleagues.</p> <p>Effective use of low stakes testing to prioritise the rapid progress of disadvantaged and SEND students at a Dept level. Standing items at Dept meetings</p> <p>Mapping any intervention against progress to assess impact and effectiveness.</p> <p>Use of attendance, punctuality and attitude to learning data to target pastoral support where it is most needed.</p>
<p>Continue to provide platforms to promote wellbeing and for students to share their experiences in class.</p>	<p>Continue to support and promote SMSC as part of SODA and the Curriculum.</p>
<p>Robust subject tracking & monitoring</p>	<p>Subjects to develop frequent low stakes testing to allow all students, and in particular disadvantaged and SEND students, to develop confidence, experience success and the acquisition of knowledge. Ensure effective use of knowledge organisers.</p> <p>Tracking and standardisation of grades must be built into Curriculum meetings and support as required. Accuracy is key to driving support effectively in class and for intervention, so data must be correct.</p>

<p>Assessments build in recall to ascertain if students know more and are remembering more</p>	<p>Recall to be built in to lessons e.g. retrieval starters, but also into summative assessment e.g. DART / Mocks. Develop this along within subject level curriculum planning; assessment policy and principles.</p>
<p>Provision of remote learning resources (including ensuring all students have access to devices)</p>	<p>Access to Live Remote Learning to enable full curriculum can be taught regardless of closure</p> <p>Improve access to home learning provision for disadvantaged students. Existing devices to be accessed as a loan bank. Ensure students have access to IT after school at least once a week (bubble provision) and to the library/study hub.</p> <p>DfE devices to be allocated across the five year groups, prioritising FSM students who are SEND/vulnerable and have no access at home. Audit all students to ascertain levels of access and need.</p> <p>Purchase of Revision/Study Materials</p> <p>FSM students Y10 and 11, if requested.</p> <p>Scientific calculator bought for all Y11 FSM and targeted students in Y10.</p> <p>Development of home learning / Catch-up resources for maths and Science Y7-11.</p>
<p>Barriers to learning these priorities address</p>	<p>Bubbled year groups have brought new challenges to ensuring consistent and high-quality teaching and learning – for instance at the start lessons.</p> <p>Blended remote and in-person learning.</p> <p>Lower reading ages for some disadvantaged and SEND pupils.</p> <p>Where disadvantaged and SEND pupils fall behind, the gaps are quickly identified and addressed.</p> <p>Specific curriculum challenges related to sporadic Covid isolation and reliance on remote learning (and how that unevenly disrupts different cohorts of pupils).</p>
<p>Projected spending</p>	<p>£10,006</p>

Y11 - Standard intervention provision for current academic year

Measure	Activity
<p>P6 (period 6)</p> <p>After school intervention</p> <p>Provision must be focused on gaps in knowledge using accurate data.</p>	<p>Group intervention offered by most subjects. Often run in a menu; some invitation only and some as sign-up format differentiated by progress/groups/other. Some subjects use their afternoon slot to provide coursework catch-up by invitation/on rotation based on RAP meetings. This is standard provision and requires no funding. However, an option will be given to Curriculum Leaders to apply for small amounts of catch-up funds to enhance this provision e.g. resources, attendance rewards.</p>
Tutor Time Intervention	<p>Small group intervention: English, Science and Maths</p> <p>Provision must be focused on gaps in knowledge using accurate data.</p>
<p>Breakfast Club Intervention</p> <p>e.g. 8-8:30am</p>	<p>Provision must be focused on gaps in knowledge using accurate data e.g. RAP students</p>
Additional in-school provision for core subjects	<p>Core subjects receive a limited amount of curriculum time in addition to their standard allocation for short, sharp intervention sessions over a set number of weeks e.g. Year 11 Core PE time. Provision must be focused on gaps in knowledge using accurate data.</p>
Strive for Five	<p>Day off timetable: Strive for Five Programme. Aspirational speakers and sessions (David Hymer). English and maths.</p>
Super Learning Days	<p>Booster sessions off timetable; extensive focus on coursework and/or exam preparation</p>
Holiday/Weekend Interventions	<p>Intensive revision and/or coursework sessions with staff and targeted groups of students.</p> <p>Provision must be focused on gaps in knowledge/coursework using accurate data.</p> <p><i>Overtime payment provided (additional hour sheets to be claimed, approval for students selected from CJN).</i></p>

Targeted academic support for current academic year

Measure	Activity
<p>Appoint a five-teacher team of 'Pupil Premium Champions' to deliver targeted intervention and enrichment</p>	<p>Appoint 5 Pupil premium Champions to increase capacity to support the closure of gaps, targeting key areas across year groups e.g. attendance, literacy, study skills, T&L, behaviour as required.</p> <p>Lead CPD for PP mentors/wider staff. Highlight case studies of students to bring PP students to forefront of teachers' minds. PPCs will have a small budget to support their initiatives (£2,000)</p> <p>Workshops for Year 11 SEND and disadvantaged pupils to encourage independent work and develop revision skills (including remote learning).</p> <p>PP Champions to be appointed as part of PP budget.</p>
<p>Academic Mentoring</p>	<p>60+ disadvantaged pupils provided with enhanced support from a PP Mentor – this support is provided twice per HT.</p> <p>ISP to be completed and shared with staff via MINT.</p> <p>Use of PiXL revision resources to facilitate independent work at home.</p>
<p>Use data to effectively track and target key cohorts; ensure all interventions are tracked and evaluated for impact.</p>	<p>ON TRACK TRACKER: Work with the Central Team to build tracker to develop a strategic approach to targeting students for academic and pastoral interventions/support. Use this to monitor the impact of the Coronavirus Catch Up Premium.</p> <p>Additional impact form to be completed for interventions arising from bids.</p>
<p>Application system to fund academic projects addressing priority groups with measurable impact</p>	<p>To boost progress in our pupils who have missed several months of in-school learning due to Covid-19 lockdown. All use of this funding must be accounted for and impact demonstrated. The specific purpose of this funding is to help to support students to be ON TRACK due to time away from the face -to-face delivery during the lockdown period. There should be a focus on priority groups, in particular disadvantaged and SEND. Full evaluation of impact process to be in place.</p>
<p>English, maths and Science 1:3 tuition (plus 10 sessions of 1:1) with Pearson</p>	<p>1:3 and some 1:1 tuition: coordinate selection of students with CJN; tracking; ensure rotations are precise and blocked into Core PE sessions where possible.</p> <ul style="list-style-type: none"> • HELP • HPA/Dis and SEND • Students who are close to borderline 4 • Grade 5 +

	<ul style="list-style-type: none"> Grade 8-9 <p>Cost: £18,000 80 tuition blocks (15 weeks) 190 students</p>
<p>Small Group Tuition</p> <p>Provision to begin in February 2021 with a priority on Year 11 cohort (minimum 40% of spend).</p> <p>Trust flat rate of £30 per hour. 10 hours per block of tutoring. Budget: £37,5000</p>	<p>Small Group Provision</p> <p>Appoint a team of Ecclesfield-based teachers to provide targeted academic tuition to supplement existing teaching and in-school intervention. For pupils who are successfully accessing existing classroom and in-school intervention provision but have gaps in knowledge from the lockdown period.</p> <ul style="list-style-type: none"> HELP preferably (high effort: low progress) Disadvantaged / SEND / Boys Grade 3 borderline Grade 4/5 match up in E&M Students identified by RAP meetings U grade students
Numeracy (Catch Up) Y7-8	Catch Up numeracy to continue (CSP/CG/CS) in tutor time in bubble zones Y7/8 each morning – workbooks to be provided by PP funding (£8 per pupil).
Literacy (catch Up) Y7-8	LSAs, RB and CL to support reading interventions in Tutor time. Continue with Lexia, RWI, Accelerated Reader and STAR testing.
Ensure EHCP and reviews can take place	Parental SEND Surgeries and support online; calls home to more vulnerable families and visits; continued support in HIVE.
PP intervention: Explore trial Y9 project with MFL 'set 3' to prepare students for KS4 study skills	Explore Oracy project (Voice 2. Debate and speaking – build SEND / Disadvantaged student confidence through oracy? Trial and roll out to wider school / support across Trust. Metacognition? Study skills? Has to be research based. Capacity? September 2021 start?
Close gaps with Bridge students	Additional 1:1 support for some of the school's most vulnerable students e.g. Art and photography visits to galleries and sculpture park; Chatsworth engage and support progress, whilst increasing cultural capital.
CPP Provision and Quiet Room	Small group provision and targeted work with students who have fallen behind and need additional support to remove barriers to learning and to catch up.
Parental Support Sessions for Literacy and Numeracy Y7-11	Year 7-11 online sessions offered by NE (Numeracy Co) for parents and potentially for Y6 transition project. Explore literacy equivalent.
Laptop/devices bank (including limited WiFi access)	Purchase additional devices if required following audit of IT access/provision. DfE devices (132) allocated to Y7-11 as required through pastoral/SLT referral. <i>Need to expand wifi access.</i> Ensure staff have access to devices to provide work in Tier 3+ / working from home (following audit).

	Staff devices bought to provide home learning, remotely (x10 Chromebooks)..
Careers Guidance – supporting students to reach their aspirations	<p>Career interviews and support available at key transition points (particularly Key Stage 4).</p> <p>SLT conduct all Year 9 options interviews to increase aspirational messages to disadvantaged pupils and show upwards trajectory for increase EBACC uptake 95% target by 2022.</p> <p>HEPPSY enrichment if possible.</p> <p>Sheffield Progress and application support</p> <p>SHU Grow Mentoring (esp PP and SEND) – explore this: January 2021. <i>Cost approx. £4,000</i></p>
Paper and materials to support Disadvantaged students if isolating	Pack of paper, pens etc – many students just have a smartphone and can see the work to be done, but can't complete on a phone – they need materials to complete the work.
FSM+ access to necessary resources	FSM student access to revision guides/ workbooks Y10-11 FSM Y7-9 to have access to Core subject workbooks in case of lockdown
Increased parental engagement & support	Numeracy sessions, literacy sessions and how to support children. Literacy and Numeracy guides for parents. Additional academic support materials.
Subject knowledge and skills gaps closed.	<p>Dept interventions Y7-10 Subject specific gaps – targeted groups to catch-up gaps in subject knowledge. Resource booklets or additional teaching for targeted groups based on assessment data.</p> <p>Small bids can be used to supplement resources.</p>
Barriers to learning these priorities address	<p>For students who have lower levels of self-regulation/metacognition; they need support to structure revision and successful study habits. This will address low confidence through feeling more prepared and successful. This will help to increase motivation to study.</p> <p>Close gaps in learning through additional, targeted support following time away from school during lockdown. Better outcomes and therefore increased life chances/choices.</p> <p>Increased literacy and numeracy, enabling better access to the curriculum and increased confidence, therefore better life chances and choices.</p> <p>Access to remote learning (technology/resources)</p> <p>Increased opportunities for knowing how to reach aspirations; supports motivation to study.</p>
Projected spending	£65,000

Wider Strategies: Targeted pastoral support for current academic year

Measure	Activity
Identify the right students for the right intervention	Audit students and RAG; targeting specific provision for their needs. SMC prototype tracker to be built, in consultation with Vulnerable Schools Lead and Inclusion Lead plus wider Vulnerable Groups Team. ON TRACK TRACKER.
Improved behaviour, engagement, resilience, well-being. Reduction in FTE, improved attendance.	TFTF – Think for the Future Intervention 1 mentor x 3 terms from January 2021 (2 days) – July £10,792 Bespoke small group interventions designed to address behaviour, engagement, confidence, resilience and self-esteem. 5 hours a day to work with up to 75 students in day of each term (150 over two days).
Reduced FTE, Increased attendance & well being	Targeted Workshops – online safety, prevent / gangs / crime.
<i>Wellbeing Officer (until Aug 2021) £ (GRADE 5)</i>	Additional support for wellbeing – mentoring and interventions with students/supporting parents. System of referral. Largely supporting attendance and resilience to cope with school. Home visits. TO BE EXPLORED BEYOND COVID – BUSINESS CASE
Application system to fund pastoral projects to close gaps with priority groups - with measurable impact	<p>Attendance Targeted support for pupils who do not attend school 95% of the time. Incentives; tracking; parental involvement.</p> <p>Pupil Engagement For pupils who are struggling to engage with existing school provision (classroom and intervention). Could be one-to-one support or group work. External providers could be used.</p> <p>Approach to Learning Competitions to improve attitude to learning. Could be focussed on specific key sub-cohorts. Funds could be used to enhance existing provision.</p> <p>Behaviour for Learning Mentoring to improve behaviour for learning which is a barrier to progress. External providers could be used.</p> <p>Wellbeing Y11 exams prep sessions/ programme, mindfulness sessions, sleep practitioner, stress and anxiety.</p>

Continue to improve home: school communication through APP purchase	Explore the purchase SIMS Parent App to improve communication with all pupils including vulnerable groups.
Enrichment and wider cultural opportunities	Bids for staff to enhance the curriculum provision with wider opportunities for disadvantaged, SEND and vulnerable students
Ensure FSM families have access to their FSM entitlement if isolating or in Tier 2+	Procedure established and in place. Hamper for 2 weeks; smaller number of days awaiting test can order packed lunch, for collection. Vouchers in case of additional lockdown.
Careers Guidance - Supporting students to reach their aspirations	<p>Career interviews and support available at key transition points (particularly Key Stage 4).</p> <p>SLT conduct all Year 9 options interviews to increase aspirational messages to disadvantaged pupils and show upwards trajectory for increase EBACC uptake 95% target by 2022.</p> <p>HEPPSY enrichment / US Mentoring if possible.</p> <p>Sheffield Progress and application support.</p> <p>Explore SHU Grow Mentoring.</p>
Extended Y6 vulnerable student transition programme	<p>Literacy and numeracy sessions, workshops for study skills and confidence. School values and 'belonging' project. Parents' workshops and visits.</p> <p>Investigate Spring Bank and Summer holiday camps.</p> <p>Investigate Year 6 and year 7 Talk the Talk workshop days focusing on friendship, confidence building and self-esteem (July 2021) and summer reading and/or music project for all Y6.</p>
Vulnerable Groups Mentoring	<p>Breakfast and Academic/Wellbeing Mentoring for Y7-11 Young Carers and others by invitation (referred by PLs)</p> <p>8-8:30am every day with breakfast included</p>
Barriers to learning these priorities address	<p>Attendance issues due to ongoing situation; students are at risk of further (persistent) absence, leading to low outcomes and decreased life chances and choices.</p> <p>Specific Covid lockdown consequences on SEND cohort – anxiety around attendance, low self-esteem.</p> <p>Addresses confidence and self-esteem. More likely to attend and feel like they belong to our school and community. Leads to an increased sense of wellbeing and increased life-chances and choices.</p> <p>Increased opportunities for knowing how to reach aspirations; supports motivation to study.</p>
Projected spending	£60,000

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Disrupted curriculum due to Covid lockdown and reliance on remote learning.	<p>On Track Curriculum in place.</p> <p>Further disruption mitigated by Remote Learning Strategy and CPD to ensure students receive full curriculum and high-quality teaching following CPD for staff, also digital literacy sessions for students and families.</p> <p>Targeted intervention and support to increase attendance. Low stake testing and assessments to identify and close gaps at classroom and cohort level</p> <p>Implementation of bespoke academic and SEMH support</p>
	Risk for students of future Tier 2-4 closure	<p>Well planned and implemented remote learning strategy by all departments that ensures students can access scaffolded and differentiated resources that align with new learning and medium-term plans</p> <p>Review of Y11 curriculum in line with OFQAL amendments</p> <p>Audit access to ICT for all staff and students and provide necessary training, support and resources</p>
	Ensure staff have sufficient time to strategically plan and rework the curriculum	<p>Effective deployment of CPD time</p> <p>Increase time available for staff to work in departments</p> <p>Ensure CPD sessions are accessible remotely and at a time that best meets the needs of teaching staff</p>
Targeted support	<p>Ensuring that after P6 and other school interventions are efficiently organised and the attendance of disadvantaged and SEND students maximised.</p>	<p>All subjects can offer after school intervention on a weekly rota that allows pupils access to additional subjects. These should be recorded by departments and submitted so that they can be centrally mapped for impact.</p> <p>Targeted morning interventions with a priority given to disadvantaged pupils. Departments should record which category of pupils attend intervention and prioritise the most vulnerable groups.</p> <p>Texts and phone calls to parents to encourage intervention attendance, including small group and 1:1/1:3 tuition from Pearson. Information sessions delivered to Year 11 parents (remotely)</p> <p>Explore and confirm Parental app to improve communication with all pupils including vulnerable groups.</p> <p>Support</p>
Wider strategies	Engaging families facing most challenges to support student attendance,	Explore Parent App to improve communication channels between school and parents/carers.

engagement and behaviour for learning.	Online (live and part-recorded) events to support more vulnerable families with information and sharing.
Student attendance in lessons	Texts to parents and enhanced communication Lessons available online (recorded) following lesson Develop systems to challenge non-engagement Hard copies of resources for students with limited access to ICT or a place in school offered (temporary measure to sort access)
Increase in the number of students who are presenting as vulnerable/ newly vulnerable	Provide early identification via Tutor/Pastoral/Teacher referral and update in SMS to link with MINT. On Track tracker identifying at risk students for intervention and support.
Financial challenges facing parents leading to attendance issues, lack of engagement or inability to access resources and provision	Funds available for Pastoral staff to allocate on a needs basis to remove barriers via request to hardship fund.
Impact on social and emotional wellbeing of students from covid19	Training for all staff on mental health and well being Enhanced transition project for year 6 in Term 3 in / Year 7 in September Increased pastoral support for vulnerable students including early identification Increase partnership work with external providers with expertise to support and target SEMH e.g. Healthy Minds and Unravel