



Carleton High School Catch-up Plan

Rationale: Following the 2020 lockdown due to the COVID-19 pandemic, schools have received an additional amount of money to provide catch-up support for those students that require it. In order to utilise this additional funding in the best possible way, we have closely considered the research and advice put forward by the Education Endowment Fund (EEF) and Department for Education (DfE) and we have used timely assessments of both students' academic and personal development needs to inform our decisions. The table below outlines our intentional spend with a rationale to support each decision.

Strategy	School rationale	Evidence	Implementation	Cost	Expected impact/outcome
		1.	Teaching		
Curriculum Adaptations To ensure that curriculum adaptations are considered thoroughly and implemented effectively.	accessing the original	EEF - Covid-19 support guide for schools 'For many pupils, compensating for the negative impact of school closures will require a sustained response. It is highly unlikely that one single approach will be enough'. EEF – The EEF Guide to Supporting School Planning – A Tiered Approach to 2020-21 'Expert teachers develop a broad array of teaching strategies that, combined with subject knowledge and knowledge of their pupils, positively impact upon learning'.	Curriculum Leader CPD Time given for Curriculum Leaders to collaborate with their counterparts at TKS. Review curriculum long term plans and remove content that can be removed and refine end-points where necessary. Once summative assessments have been completed, assess the gaps in students' education, make adjustments and prioritise key content moving forwards. Produce subject overviews that identify and explain how the curriculum has been adapted to reinforce key learning potentially lost during the lockdown periods. Build in additional teaching time following end of year assessments to address and close gaps in knowledge based on QLAs.	£O	One page summary curriculum adaptations for each subject area. Students study builds towards clear end-points.





Remote Learning	To reduce lost	EEF - Remote learning: rapid evidence	CPD sessions for staff to ensure no teacher is left	£0	Students remain engaged
CPD	learning it is essential	assessment, April 2020	behind and that all teachers feel confident and are		with their learning.
	that students are	'Teaching quality is more important than	effective at delivering live remote lessons.		
To ensure all	able to follow their	how lessons are delivered'.			85% of students access
teachers are	normal timetable and	'Peer interactions can provide motivation	Agreed online lesson structure for live remote		remote learning/hybrid
confident and are	be taught by their	and improve learning outcome'.	lessons. Students follow their normal full timetable		lessons during periods of
effective at	normal teacher	'Different approaches to remote learning	remotely during lockdown/self-isolation.		lockdown/self-isolation.
delivering live	during	suit different tasks and types of content'.			
remote lessons.	lockdown/self-		Frequent quality assurance of live lessons to ensure		Parent feedback
	isolation.	EEF – The EEF Guide to Supporting	consistent high quality offer.		questionnaire on remote
		School Planning – A Tiered Approach to			learning provision is
	Teaching remotely is	2020-21	Daily completion of the student		positive.
	different to teaching	'Intervention sessions (live lessons) require	engagement/attendance.		
	face to face in the	effective implementation, ensuring sessions			
	classroom, and it is	are explicitly linked to the content of daily			
	essential that all	lessons and that effective feedback			
	teaching staff have	structures are in place'.			
	effective CPD to				
	allow them to deliver				
	highly effective				
	remote lessons.				
Quality First	Quality first teaching	EEF – The EEF Guide to Supporting	High quality CPD mapped out for key groups of staff:	£150	High quality, carefully
Teaching CPD	in the classroom has	School Planning – A Tiered Approach to	LSAs, SLOs, and teachers.		sequenced CPD
	the biggest impact on	2020-21			programmes for staff and
Deliver highly	accelerating progress	'We know from the best available evidence	Launch and roll out Doug Lemov's 'Teach Like A		support staff of all career
effective CPD to	in students and	that the most powerful tool we have to	Champion' CPD programme for staff.		levels.
increase the	closing gaps in	combat educational inequality is to support			levels.
quality of the	learning. It is	great teaching in every classroom'.	Create and resource teacher CPD area in the library,		High levels of staff
teaching profile	essential that our	great teaching in every classioon .	including the purchase of Teach like a Champion		engagement in CPD and
across the school.		The FFF report 2019	books.		
across the school.	CPD offer is highly	The EEF report 2018			positive staff feedback.
	effective.	'Closing the attainment gap' highlights 'What	Use Teach like a Champion and train senior leaders		
		happens in the classroom makes the biggest	to ensure consistent delivery of high quality CPD.		
		difference: improving teaching quality	Staff split into specific groups based on role and		
		generally leads to greater improvements at	experience of teaching to personalise CPD and		
		lower cost than structural changes. There is	increase impact.		
		particularly good evidence around the			
		potential impact of teacher professional	Explore Instructional coaching model and utilise to		
		development'.			





-	Early career teachers	EEF - Effective use of the pupil premium,	All staff have a dedicated staff mentor who they	£0	Early career teachers have
	have lost time from	November 2019	meet with regularly to discuss personal		confidence in the
	their training or NQT	'Teaching should be the top priority,	development targets.		classroom and feel able to
career teachers	year due to	including professional development,			cope with the demands of
to catch up on	lockdown, it is	training and support for early career	Bespoke CPD for early career teachers.		face-to-face as well as the
lost time from	important to provide	teachers and recruitment and retention'.			remote teaching of
their training or	additional CPD to		Regular learning walks with CLs/SLT to give early		students.
NQT year due to	address this loss in	EEF – The EEF Guide to Supporting	career teacher opportunities to observe good		
lockdown.	training.	School Planning – A Tiered Approach to	practice and reflect.		Positive feedback from
		2020-21			early career teachers
		'We must ensure that every teacher is			about CPD support.
		supported and prepared for the new year'.			
					Retention of early career
					staff at end of year.
Knowledge/ Very	VIP tests will be	EEF - Covid-19 support guide for schools,	VIPS are a feature of all curriculum schemes of	£0	Well informed staff who
Important	implemented into all	Sept 2020	learning.		know which knowledge to
Points/ VIPS	curriculum areas so	'Subject specific assessments might be used	-		revisit with students and
Implement	that fundamental	to identify particular areas where pupils	Regular VIP tests as per marking policy.		where student strengths in
regular	knowledge is	have forgotten or misunderstood key			knowledge acquisition lie.
knowledge 'VIP	reviewed and	concepts, to ensure that new material being	Quality first teaching addresses gaps in knowledge		- .
tests'	learned, and gaps in	covered builds on secure foundations'.	following VIP tests.		
	knowledge are		u u u u u u u u u u u u u u u u u u u		
	identified, revised		VIP questions feature in key marked pieces (KMP)		
	and retested.	Metacognition and self-regulation High impact for very low cost, based on extensive evidence.	and mid/final term assessments.		
			,		
			Deliver CPD on questioning and knowledge		
			retention strategies.		





Transition	Due to lost learning	EEF- Covid-19 support guide for schools,	Incoming Year 7 students attend several transition	£0	Year 7 attendance in
	time, it is important to	Sept 2020	days before the summer holidays, with activities		September 2021 is above
Enable new year	maximise learning in	'Planning and providing transition	such as peer relationship building, getting to know	*cost of	national.
7 students to	term 6 for Year 6 so	support, such as running dedicated	the school environment, taster sessions of certain	summer	
have a highly	students have a	transition events - either on line or face	subjects etc.	school	Bridging schemes of
effective	seamless transition to	to face, as restrictions allow – is likely to		from	learning are in place.
transition	secondary school and	be an effective way to ensure pupils start	Work with PAT primary schools to produce a	alternate	
programme.	no learning time is	the new year ready to learn'.	'bridging scheme of learning' in English, Maths and	budget	Summer school takes
	wasted across core		Science to aid a seamless curriculum from primary		place and covers a range
	subjects.	Summer schools	to secondary.		of content such as sport,
					the arts, social skills and
			Summer school for new Year 7 students prior to		core subjects such as
			joining in September. Develop a week-long		English and Maths.
			summer school programme for the		
			new Year 7 cohort, working closely with primary		
			schools to identify pupils who would benefit the		
			most from attending.		
		2. Targete	d Academic Support		
Small Group	Use NTP tutors to	EEF - Covid-19 support guide for schools,	Identification of students, rationale in place.	KS3:	Students working with
Tuition	support our students	Sept 2020		£18,000	tutors are able to use this
	who are the most at	'There is extensive evidence supporting	Timetable in place.		additional tutor time to
Targeted students	risk of underachieving	the impact of high quality one-to-one and		KS4:	'catch up'.
in KS3 and KS4	in Maths and English	small group tuition as a catch up strategy'.	KS3 NTP	£3,375	
receive tutoring	due to lost lesson time		1:3 or 1:1 tutoring for students in years 7 and 8		Analysis of NTP
via National	and/or students who	EEF 2020	English utilising Yipiyap. This is a company that		engagement data pre and
Tutoring	are disadvantaged,	'Pupils from the least affluent families are	deploys 18 year olds into secondary schools for		post tutoring shows that
Programme	vulnerable and likely to	significantly less likely to have been	peer mentoring.		tutoring has high impact.
(NTP) and Yipiyap	have fallen behind the	tutored compared to those from the most			
	most.	affluent (18% vs 43%) a gap that likely			Accelerated progress for
		widened during lockdown.'	KS4 NTP		targeted groups and an
	KS4 tutoring will focus		1:3 tutoring for Year 10 students in English.		improved attainment rate
	on English, due to it	EEF 2018	1 hour per week, 15 hour block		in Maths and English.
	being an area of focus	"Programmes involving Teaching	Approx. 45 students involved.		
	on the school	assistants or volunteers can have a			Accelerated progress for
	improvement plan	valuable impact, but tend to be less			disadvantaged students in
	(SIP), and Pearsons will	effective than those using experienced			English.
	deliver the tutoring as	and specifically trained teachers, which			
	their offer provides	have nearly twice the effect on average."			
	AQA exam markers.				
		Moderate impact for moderate cost, based on limited evidence.			





Small Group Tuition	Students will benefit from small group	EEF - Covid-19 support guide for schools, Sept 2020	30-40 students selected from years 8, 9 and 10.	£0	Students will gain more in depth knowledge of their	
	online tuition in EBACC	'There is extensive evidence supporting	Timetable for small group tuition in place.	*Cost of	subject and will be able to	l
Targeted students	subjects. This allows	the impact of high quality one-to-one and		headsets	access high quality	l
receive tutoring	non DP to also access	small group tuition as a catch up strategy'.	Trainee teachers communicate regularly with	and	education for the work	l
via	further external catch		Curriculum Leaders and classroom teachers to	webcams	which they did not access	l
undergraduates	up support.	EEF 2018	ensure content delivered in intervention is	accounted	due to school closure.	l
from Manchester		'Small group tuition is effective and, as a	supporting curriculum delivery.	for in a	This will result in	
Met University.		rule of thumb, the smaller the group the		different	accelerated progress in	
		better. Once group size increases above	Students access virtual live small group tutoring in	strategy.	these subjects as	
		six or seven there is a noticeable reduction in effectiveness.'	specially equipped computer rooms.		evidenced in KMPs.	
Reducing class	Low ability	EEF 2018	Redefine set groups so that targeted students are	£15,000	Increased number of	
size	disadvantaged pupils	'Reducing class size appears to result in	in classes which are reduced in size.		teaching groups.	
	(DP) were the least	around three months' additional progress				
Additional group	engaged with learning	for pupils, on average.'	This will be implemented for half a year to support		Students achieve on or	
added in Year 11	over lockdown, by		with catch-up.		above targets in line with	
to reduce class	reducing class sizes for	Reducing class size Moderate impact for high cost, based on moderate evidence. ()()()()()()()()()()()()()()()()()()()			the school improvement	
size for lower	these student groups,				plan.	
ability students.	it will allow teachers to					
	increase the amount of					
	high quality feedback					
	and one to one					
	attention learners					
	receive to close gaps in					
	learning.					





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Extended school	Due to lost learning,	EEF 2020	Information and training provided to staff about	£6,510	Students value additional
time	students will have	'The evidence indicates that, on average,	how to ensure extended school time sessions have		opportunities and
	additional time to	pupils make two additional months'	the biggest impact.		attendance at catch up
Provide extended	catch-up on	progress per year from extended school			sessions is high.
school time at	coursework and	time and in particular through the	Identify years 10 and 11 students to attend		
KS4 through after	targeted groups of	targeted use of before and after school	extended school time sessions based on data		Student questionnaire to
school achieve	students will have	programmes. There is some evidence that	analysis of mid-term/mock exams and engagement		show large majority of
sessions and	additional time to	disadvantaged pupils benefit more,	during lockdown.		students stating that
weekend and	revise and consolidate	making closer to three months' additional			holiday catch up sessions
holiday catch up	subject content to	progress.'	Quality assurance for identified students to ensure		had an impact.
sessions.	close gaps in learning.		targeted students attend.		
		Extending school time Low impact for moderate cost, based on moderate evidence.			Students achieve on or
			Holiday Catch up sessions to take place for year 10		above targets in line with
			and 11 students over October, Easter and May		school improvement plan.
			holidays.		
			After school achieve sessions in all subjects for		
			Year 11. Year 11 achieve sessions to focus on		
			English, Maths and coursework based subjects.		
			Virtual revision sessions in English and Maths to		
			take place prior to mock exams.		





Motivational	Year 10 engagement in	According to EEF	6 full days of workshops for 80 Year 10 students.	£5,400	Increased ATL scores at
coach	online learning was	'Aspirations interventions have very low	Including a workshop for the whole year group at		the next data drop.
	75% overall (second	or no impact for moderate cost.' This is	the start of Year 10.		
Cameron Parker	lowest in the school).	based on very little evidence. But when			Increased attendance for
working with a	8 out of the top 10	focused on Metacognition and self -	Majority of students selected are DP and students		focus students.
focused group of	students with the	regulation including 'motivation to engage	who had poor engagement during lockdown.		
DP students.	lowest engagement	with metacognitive and cognitive skills'			80% of students confirm
	were disadvantaged.	these studies have very high impact. EEF	3 sessions booked for Term 5 leading up to Year 10		that Cameron Parker has
		2018 . This has been considered when	end of year exams. 3 sessions to be booked for		had a positive impact on
		planning this intervention.	term 1 of Year 11.		their approach and
					attitude towards school
		Client feedback has been sought to assess	1 full day of workshops for 80 Year 9 students,		via a student survey.
		the impact Cameron's work has had in	majority of students selected are DP.		
		different secondary schools. All the impact statements and testimonies have been	The workshape will focus on developing growth		
		very positive and indicate good levels of	The workshops will focus on developing growth mindset and reiterating the key messages and		
		success.	values students receive from teaching staff;		
		5000055.	- The importance of grade 4/5 in English and		
			Maths.		
			- The importance of engagement and		
			attendance and how students can improve		
			those areas.		
			- Any specific areas students appear to struggle		
			with, such as exam preparation, study skills,		
			revision strategies, organisation and		
			motivation. These sessions are bespoke for the		
			different groups.		





		3. Wide	r support strategies		
Remote Learning Resources Provision for students to access remote learning either during lockdown or when self- isolating.	Additional technology is required in order to deliver live lessons during lockdown/ periods of self- isolation.	EEF 2019 'Studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months' progress'	 Purchase of webcams to enable all teachers to deliver hybrid lessons for students who need to self-isolate. Webcams and headsets also enabled all vulnerable and key worker students to engage properly in online learning during lockdown from school. Distribution of DfE laptops to vulnerable and disadvantaged students to enable all students to access online provision during self isolation and lockdowns. Purchase of Google Classroom as an online platform to support high quality online learning. Purchase of visualisers and interactive tablets for use in numerous subjects to support high quality online teaching and learning. 	£2465	Reduction in lost learning time resulting in smaller gaps and lost learning. 85% of students who have to access remote learning during lockdown or self- isolation attend remote/hybrid lessons.
Pastoral/ Wellbeing Support Add capacity for supporting student behaviour and attendance at a challenging time.	To strengthen our pastoral team with the appointment of an additional SLO and an associate member of SLT. This will ensure additional time is available to support students who may have become disengaged resulting in poor attendance/ increased incidents of poor behaviour due to lockdowns.	DfE guidance for full opening of schools 'Adverse experiences or lack of routines of regular attendance may contribute to disengagement with education upon return to school, resulting in increased incidence of poor behaviour'. Behaviour interventions MORECONNECTION Behaviour interventions MORECONNECTION CONNECTION	CPD for new staff. Pastoral team leads on weekly student engagement calls to every remote learner. This will strengthen relationships with students and families and aid reintegration Work with small groups of vulnerable students.	£27,000	Pastoral processes become even more efficient and impactful due to added capacity within pastoral team and SLT support. Increased attendance from targeted groups of students. Increased capacity of staff who can support students with their pastoral needs following extended periods of lockdown. New pastoral staff effective in roles.





	1	TOTAL PROJECTED COST	£77,900.46	
		TOTAL BUDGET	£78,000	
		DEFECIT / SURPLUS	£99.54	
			Surplus	

* Impact of all interventions will be assessed, and where expected or required impact has not been made, intervention will be reassessed and support changed for those students who are still significantly under achieving.