



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					
<p>Curriculum Adaptations</p> <p>To ensure that curriculum adaptations considered thoroughly and implemented effectively.</p>	<p>Lost learning time due to lockdowns and covid teaching restrictions has led to students not accessing the original long term curriculum plans for each subject area.</p>	<p>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’.</p> <p>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’.</p>	<p>Curriculum Leader CPD</p> <p>Time given for Curriculum Leaders to collaborate with their counterparts at TKS.</p> <p>Review curriculum long term plans and remove content that can be removed and refine end-points where necessary.</p> <p>Once summative assessments have been completed, assess the gaps in students’ education, make adjustments and prioritise key content moving forwards.</p> <p>Produce subject overviews that identify and explain how the curriculum has been adapted to reinforce key learning potentially lost during the lockdown periods.</p> <p>Build in additional teaching time following end of year assessments to address and close gaps in knowledge based on QLAS.</p>	<p>£0</p>	<p>One page summary curriculum adaptations for each subject area.</p> <p>Students study builds towards clear end-points.</p>



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




<p>Transition</p> <p>Enable new year 7 students to have a highly effective transition programme.</p>	<p>Due to lost learning time, it is important to maximise learning in term 6 for Year 6 so students have a seamless transition to secondary school and no learning time is wasted across core subjects.</p>	<p>EEF- Covid-19 support guide for schools, Sept 2020</p> <p>‘Planning and providing transition support, such as running dedicated transition events - either on line or face to face, as restrictions allow – is likely to be an effective way to ensure pupils start the new year ready to learn’.</p> <p><small>Summer schools Low impact for moderate cost, based on extensive evidence.</small></p> <p><small>Ⓛ Ⓜ Ⓝ Ⓞ Ⓟ Ⓠ Ⓡ Ⓢ Ⓣ Ⓤ Ⓥ Ⓦ Ⓧ Ⓨ Ⓩ</small></p> <p><small>+2</small></p>	<p>Incoming Year 7 students attend several transition days before the summer holidays, with activities such as peer relationship building, getting to know the school environment, taster sessions of certain subjects etc.</p> <p>Work with PAT primary schools to produce a ‘bridging scheme of learning’ in English, Maths and Science to aid a seamless curriculum from primary to secondary.</p> <p>Summer school for new Year 7 students prior to joining in September. Develop a week-long summer school programme for the new Year 7 cohort, working closely with primary schools to identify pupils who would benefit the most from attending.</p>	<p>£0</p> <p><i>*cost of summer school from alternate budget</i></p>	<p>Year 7 attendance in September 2021 is above national.</p> <p>Bridging schemes of learning are in place.</p> <p>Summer school takes place and covers a range of content such as sport, the arts, social skills and core subjects such as English and Maths.</p>
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2. Targeted Academic Support

<p>Small Group Tuition</p> <p>Targeted students in KS3 and KS4 receive tutoring via National Tutoring Programme (NTP) and Yipiyap</p>	<p>Use NTP tutors to support our students who are the most at risk of underachieving in Maths and English due to lost lesson time and/or students who are disadvantaged, vulnerable and likely to have fallen behind the most.</p> <p>KS4 tutoring will focus on English, due to it being an area of focus on the school improvement plan (SIP), and Pearsons will deliver the tutoring as their offer provides AQA exam markers.</p>	<p>EEF - Covid-19 support guide for schools, Sept 2020</p> <p>‘There is extensive evidence supporting the impact of high quality one-to-one and small group tuition as a catch up strategy’.</p> <p>EEF 2020</p> <p>‘Pupils from the least affluent families are significantly less likely to have been tutored compared to those from the most affluent (18% vs 43%) a gap that likely widened during lockdown.’</p> <p>EEF 2018</p> <p>“Programmes involving Teaching assistants or volunteers can have a valuable impact, but tend to be less effective than those using experienced and specifically trained teachers, which have nearly twice the effect on average.”</p> <p><small>Small group tuition Moderate impact for moderate cost, based on limited evidence.</small></p> <p><small>Ⓛ Ⓜ Ⓝ Ⓞ Ⓟ Ⓠ Ⓡ Ⓢ Ⓣ Ⓤ Ⓥ Ⓦ Ⓧ Ⓨ Ⓩ</small></p> <p><small>+4</small></p>	<p>Identification of students, rationale in place.</p> <p>Timetable in place.</p> <p>KS3 NTP</p> <p>1:3 or 1:1 tutoring for students in years 7 and 8 English utilising Yipiyap. This is a company that deploys 18 year olds into secondary schools for peer mentoring.</p> <p>KS4 NTP</p> <p>1:3 tutoring for Year 10 students in English. 1 hour per week, 15 hour block Approx. 45 students involved.</p>	<p>KS3: £18,000</p> <p>KS4: £3,375</p>	<p>Students working with tutors are able to use this additional tutor time to ‘catch up’.</p> <p>Analysis of NTP engagement data pre and post tutoring shows that tutoring has high impact.</p> <p>Accelerated progress for targeted groups and an improved attainment rate in Maths and English.</p> <p>Accelerated progress for disadvantaged students in English.</p>
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<p>Small Group Tuition</p> <p>Targeted students receive tutoring via undergraduates from Manchester Met University.</p>	<p>Students will benefit from small group online tuition in EBACC subjects. This allows non DP to also access further external catch up support.</p>	<p>EEF - Covid-19 support guide for schools, Sept 2020 'There is extensive evidence supporting the impact of high quality one-to-one and small group tuition as a catch up strategy'.</p> <p>EEF 2018 'Small group tuition is effective and, as a rule of thumb, the smaller the group the better. Once group size increases above six or seven there is a noticeable reduction in effectiveness.'</p>	<p>30-40 students selected from years 8, 9 and 10.</p> <p>Timetable for small group tuition in place.</p> <p>Trainee teachers communicate regularly with Curriculum Leaders and classroom teachers to ensure content delivered in intervention is supporting curriculum delivery.</p> <p>Students access virtual live small group tutoring in specially equipped computer rooms.</p>	<p>£0</p> <p><i>*Cost of headsets and webcams accounted for in a different strategy.</i></p>	<p>Students will gain more in depth knowledge of their subject and will be able to access high quality education for the work which they did not access due to school closure. This will result in accelerated progress in these subjects as evidenced in KMPs.</p>
<p>Reducing class size</p> <p>Additional group added in Year 11 to reduce class size for lower ability students.</p>	<p>Low ability disadvantaged pupils (DP) were the least engaged with learning over lockdown, by reducing class sizes for these student groups, it will allow teachers to increase the amount of high quality feedback and one to one attention learners receive to close gaps in learning.</p>	<p>EEF 2018 'Reducing class size appears to result in around three months' additional progress for pupils, on average.'</p> <p><small>Reducing class size Moderate impact for high cost, based on moderate evidence.</small></p> 	<p>Redefine set groups so that targeted students are in classes which are reduced in size.</p> <p>This will be implemented for half a year to support with catch-up.</p>	<p>£15,000</p>	<p>Increased number of teaching groups.</p> <p>Students achieve on or above targets in line with the school improvement plan.</p>



<p>Extended school time</p> <p>Provide extended school time at KS4 through after school achieve sessions and weekend and holiday catch up sessions.</p>	<p>Due to lost learning, students will have additional time to catch-up on coursework and targeted groups of students will have additional time to revise and consolidate subject content to close gaps in learning.</p>	<p>EEF 2020</p> <p>‘The evidence indicates that, on average, pupils make two additional months’ progress per year from extended school time and in particular through the targeted use of before and after school programmes. There is some evidence that disadvantaged pupils benefit more, making closer to three months’ additional progress.’</p> <p><small>Extending school time Low impact for moderate cost, based on moderate evidence.</small></p> 	<p>Information and training provided to staff about how to ensure extended school time sessions have the biggest impact.</p> <p>Identify years 10 and 11 students to attend extended school time sessions based on data analysis of mid-term/mock exams and engagement during lockdown.</p> <p>Quality assurance for identified students to ensure targeted students attend.</p> <p>Holiday Catch up sessions to take place for year 10 and 11 students over October, Easter and May holidays.</p> <p>After school achieve sessions in all subjects for Year 11. Year 11 achieve sessions to focus on English, Maths and coursework based subjects.</p> <p>Virtual revision sessions in English and Maths to take place prior to mock exams.</p>	<p>£6,510</p>	<p>Students value additional opportunities and attendance at catch up sessions is high.</p> <p>Student questionnaire to show large majority of students stating that holiday catch up sessions had an impact.</p> <p>Students achieve on or above targets in line with school improvement plan.</p>
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<p>Motivational coach</p> <p>Cameron Parker working with a focused group of DP students.</p>	<p>Year 10 engagement in online learning was 75% overall (second lowest in the school). 8 out of the top 10 students with the lowest engagement were disadvantaged.</p>	<p>According to EEF</p> <p>‘Aspirations interventions have very low or no impact for moderate cost.’ This is based on very little evidence. But when focused on Metacognition and self-regulation including ‘motivation to engage with metacognitive and cognitive skills’ these studies have very high impact. EEF 2018. This has been considered when planning this intervention.</p> <p>Client feedback has been sought to assess the impact Cameron’s work has had in different secondary schools. All the impact statements and testimonies have been very positive and indicate good levels of success.</p>	<p>6 full days of workshops for 80 Year 10 students. Including a workshop for the whole year group at the start of Year 10.</p> <p>Majority of students selected are DP and students who had poor engagement during lockdown.</p> <p>3 sessions booked for Term 5 leading up to Year 10 end of year exams. 3 sessions to be booked for term 1 of Year 11.</p> <p>1 full day of workshops for 80 Year 9 students, majority of students selected are DP.</p> <p>The workshops will focus on developing growth mindset and reiterating the key messages and values students receive from teaching staff;</p> <ul style="list-style-type: none">- 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.	<p>£5,400</p>	<p>Increased ATL scores at the next data drop.</p> <p>Increased attendance for focus students.</p> <p>80% of students confirm that Cameron Parker has had a positive impact on their approach and attitude towards school via a student survey.</p>
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			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.