

## Easthampstead Park Community School - Catch up funding intervention 2020-21

<b>6th Form Tuition Opt in Funding - £4,022 allocated for FY 2020-21</b>						
Small group tuition/one to one - English & Math's	Accelerated Learning Provision - Mentor	£4,022				
		<b>£0.00</b>	<b>Balance</b>			
<p>The school profiled students on entry to the 6th Form as underperforming in either math's, English or both. The closing of students' knowledge and skill gaps is key to their continued progress, so additional teaching is allocated. Qualifying students will receive an accelerated Learning Mentor's support to work either one to one or in a small group. The sessions complement the timetabled subject provision. Tuition provided will focus on gaps identified by benefitting students to prepare for the November resits scheduled.</p>						
<b>COVID-19 Catch Up Funding - £80 per student as at Census Oct 2020</b>		<b>NOR = 772</b>	<b>FY 2020-21</b>	<b>FY 2021-22</b>	<b>Total</b>	
<b>Catch Up Intervention required</b>	<b>Resource required</b>	<b>Cost</b>	<b>£36,754</b>	<b>£25,806</b>	<b>£62,560</b>	
<b>Year 7</b>	CAT4 digital tests – Year 7	£1,811				
<p>To ascertain the levels at which students have entered the school to enable tailored support to be offered for them to access the KS3 curriculum.</p>						
<b>Core subject support</b>	4x 32 tablets and storage trollies	£16,104				
	3x Learning by Questioning subscriptions	£1,500				
	LBQ Teacher books	£390				
	LBQ training for 4 teaching staff	£780				
<p>Use the Learning by questioning system (supported by student tablets) to enable children who are significantly behind when compared to their peers to access the math's curriculum (across Year 6 and Year 7) and provide teachers with tailored assessment and feedback to support planning. The selection of the resource and plan for implementation has been grounded in EEF report Using digital technology to enhance learning. The targeted students need access to a curriculum that will allow gaps in their knowledge and understanding from Year 6 due to lockdown and their presented difficulties to be uncovered and then retaught so their understanding is more secure. The use of the technology and associated pedagogical package will enable staff to fulfil the criteria and the delivery plan has been structured to support clear explanations and modelling of math's concepts teacher lead with the opportunity for pupil practice, giving dynamic assessment information to the teacher based on practice and immediate feedback at individual child level. Training for staff and textbooks of resources has been considered in the costing so that the delivery plan and its objective are more likely to be successful as teachers will be able to confidently deliver against the planned implementation. If successful and dependent on COVID 19 guidelines we hen plan to roll out access to staff in Science and English so that the progress gains possible are maximised across all three core subjects.</p>						
<b>How will we measure impact?</b>						
<p>Track the progress of students in the identified classes using their CATs data to establish the rationale for their inclusion in the support. Use LBQ reporting to show the progress of individuals and the closing of gaps amending the delivery as progress is made.</p>						
<b>Writing development</b>	Classroom Text type displays (6 posters x 60	£900				

	classrooms)					
<p>The development of students reading, writing and oracy skills is a whole school area for development. Year 7 students on entry had their extended writing tested as part of an extensive research trial (No more marking the use of comparative judgment) the data is reliable, nationally standardised with a scaled score, a writing age, and a grade being produced at individual child level. The report indicated that in order to close gaps students would need vocabulary unpacking Tier 2 and 3 words and that writing would need to be carefully scaffolded for a significant number of students to improve. (Only 38 were above expected). Boys writing performance was a concern when compared to girls. To support writing development whole school and link in the use of reading for understanding strategies by staff, the school Literacy coordinator will engage subject departments (outside of English). Working with TRL holders to identify in their Schemes of work opportunities for extended writing and text type. Display resources that can be used to scaffold written responses in class will be produced. The intention is to ensure text types are being consistently used and scaffolded for students. The resources will support non-specialist English staff as they will be on display in classrooms to remind and support the need for clarity of explanation and modelling of texts.</p>						
<p><b>How will we measure impact?</b> Processes in place to QA teaching will capture when strategies are being used to support progress. Book looks and student voice taken at intervals throughout the academic year so form a clear picture of student's access and the curriculum diet across subjects.</p>						
<b>CPD SENd access strategies</b>	Amjad Ali CPD training session		£550			
<p>A one hour session to highlight some of the difficulties that students with SENd have in accessing whole class presentations and how these could be addressed- using neutral (pale grey) backgrounds using numbered lists rather than bullet points to help with order/sequencing. Use of san serif text type avoiding the use of underlining (use bold instead) Discussion re emotional responses to SENd students and some insight into the difficulties they face in the classroom. Staff takeaways- to make some adjustments to existing presentations and plan using some of the strategies suggested.</p>						
<p><b>How will we measure impact?</b> Departments were asked to agree to implement some of the strategies suggested. HOD will monitor the quality of the resources used by staff to deliver the curriculum are they supporting students access in class?</p>						
<b>Curriculum development</b>	2 staff covered for one day		£390			
<p>To enable staff new in role to discuss curriculum development with an experienced HOD to review some of the existing provision within their subject area and determine what could be improved as a curricular offer based on the emerging needs of the cohort. The school ensures staff have has some specific development training to support them in their role and the outcome supports students' progress.</p>						
<p><b>How will we measure impact?</b> The subject leads will be able to make changes to provision and our curricular offer based on the CPD session Deadlines for implementation and monitoring to be agreed with their respective HODs.</p>						
<b>Curriculum review and development</b>	SLT Strategic Lead Literacy, Literacy coordinator & HoD's - lesson plan scrutiny		£1,560			
<p>To review schemes of work in Discovery to identify if opportunities for supporting students to make up gaps in their understanding have been maximised. To check that literacy opportunities have been taken are of a high quality and that appropriate scaffolding and modelling is in place. This will ensure that student's curricular experience is ambitious and has depth and breadth. To clarify with HODs the rationale for their curriculum overview and to provide an opportunity to discuss how it meets the needs of the cohort and enables progress to be maintained. If this is not the case reparation work can be undertaken to improve the current programme of study so if reflects the schools expectations.</p>						

**How will we measure impact?**

A report identifying the strengths weaknesses of each department offer will be shared and discuss with Governors. Action follow up points and deadlines for adjustments will be made with Department leads so our curriculum supports good progress for all of our cohort.

<b>Maintain good attendance</b>	WPA - attendance focus	£3,800				
To support the increased number of students self-identifying with SEMH issues and to prevent the schools PA rate increasing provide additional capacity to the attendance team to enable home visits and proactive work with families to continue and support capacity /need						
How will we measure impact? Attendance of key students will stabilise and improve, issues will be known and support in place to support better attendance in school. Data on PA to be collected and actions agreed Monitoring of school performance by the Governors Student Support Committee.						
<b>English, Math's and Science targeted support</b>	Accelerated Learning provision - Mentor (£6,706 total to Easter)	£2,684				
Appointment of an accelerated progress person to support Year 11 students who did not positively engage during lockdown, Identify their barriers to learning, aiming to build positive relationships which means they will be more willing to take the necessary steps to facilitate the catch up work required in the core subjects.						
How will we measure impact? Progress of supported students will be captured (assessment data) and student feedback sought. Core subject heads to monitor progress.						
		<b>£30,469</b>	<b>Subtotal</b>			
		<b>£36,754</b>	<b>Funding FY 2020-21</b>			
		<b>£6,285</b>	<b>Balance</b>			

Liz Cook - Headteacher, Graham Ferguson - Chair of Finance - November 2020