

## Catch Up Premium Strategy Plan

Summary information			
<b>School</b>	The Parker Academy		
<b>Academic Year</b>	<b>20-21</b>	<b>Total budget</b>	£66,000
<b>Total number of pupils</b>	<b>939</b>	<b>Date for next internal review of this strategy</b>	June 2021

1. Barriers to future attainment & progress due to COVID-19	
In-school barriers <i>(issues to be addressed in school)</i>	
<b>A.</b>	Attendance (absence of pupils at different times).
<b>B.</b>	Poor mental health of some young people.
<b>C.</b>	Knowledge gaps across the curriculum.

2. Outcomes		
	Desired outcomes	How they will be measured
A.	Young people all progress in line with national expectations academically and reach expected targets.	Assessments and mock examinations throughout the academic year.
B.	Any gaps in knowledge or skills are identified and intervention put in place as appropriate.	Assessments and mock examinations throughout the academic year.
C.	Improved attendance.	Percentage overall attendance and % PA.
D.	Young people improving their literacy skills in line with their chronological age.	Reading age in line with chronological age.

1. 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	Review Comments
Focus on effective pedagogy in all classrooms. Teachers clearly take effective action to promote a purposeful learning climate.	<p>Delivery of Walkthru's Package; staff opt in to specific area based on self-reflection against the Mastery Rubric. At the heart of WalkThrus is a selection of evidence-informed teaching strategies curated in six series.</p> <ul style="list-style-type: none"> <li>Behaviour and Relationships: Establishing classroom conditions essential for effective learning.</li> </ul>	<p>Staff will introduce research-led strategies within their classrooms.</p> <p>The WalkThrus meet a real need because they bridge the gaps between what we currently have strong evidence for in terms of developing pupils' learning and precise guidance on how this might be brought to life in daily practice.</p>	<p>The Walkthrus Package will provide a consistent approach. CPD sessions will use the A, B, C model to acquire knowledge, revisit by building on and making practice better and collaborating and coaching to refine expertise in the classroom.</p> <p>Staff will opt-in to areas that they have chosen to develop (based on the Rubric).</p>	ERE	July'21	Package cost for one year: £600 Walkthrus books: £250

	<ul style="list-style-type: none"> <li>Curriculum Planning. Creating a coherent, well-sequenced knowledge-rich curriculum</li> <li>Explaining and Modelling: Making sense of complex ideas to support students in building secure schema</li> <li>Questioning and Feedback: Using responsive teaching methods to check students' understanding and move them forward.</li> <li>Practice and Retrieval: Building secure long-term memory and fluency</li> <li>Mode B Teaching: Delivering a range of learning experiences to deepen and extend learning.</li> </ul>		<p>Lead staff will deliver sessions in Peer Learning Groups (using TEAMS).</p> <p>Climate for Learning Walks, Faculty Meetings and Training Days will focus on the development of effective Wave One Teaching utilising the skills from the Walkthru package.</p>			
<p>Effective Coaching in place across the Academy to support, develop and motivate staff at all levels.</p>	<p>Instructional Coaching. The principles of instructional coaching are linked to the principles of developing expertise in any domain through the use of deliberate practice.</p>	<p>In terms of impact on student outcomes, instructional coaching has a <a href="#">better evidence base than any other form of CPD</a>.</p>	<p>Using a small team of coaches, we will grow and develop this method to support identified staff (including UQT, NQTs and RQTs alongside other staff who may opt in or require support).</p>	SRA/ERE	June '21	<p>Cover costs to support coaching delivery: £300</p>
<p>Development of technology within classrooms to enhance learning and lessons, allow effectively modelling and provide live feedback.</p>	<p>Visualisers provided for all faculty areas.</p> <p>Develop online resources for marking, feedback and memory recall. Staff to build upon use of SMHW to share resources, lessons plans, set effective homework tasks and utilise quiz functions to assess knowledge.</p>	<p>Using a visualiser can help reduce cognitive load by making worked examples easier.</p> <p>A visualiser allows teachers to show all students what the gold standard of works looks like, meaning they can give quick group feedback. This also helps teachers to maintain high expectations, but crucially to keep these expectations</p>	<p>Promote effective use of visualisers through HOFs and provide training sessions and support.</p> <p>Share and celebrate good practice.</p> <p>HOFs to track and monitor the work that I set and engaged with online (alongside HOYS and SLT).</p>	HOFs	July'21	<p>Visualisers: £350 Blutick: £995</p>

	Other online learning platforms to be explored (SENECA, Maths Watch, Blutick etc.) as resources to close gaps in knowledge.	realistic as the students understand they are achievable.  Students can be both set work and can be independent in their learning. Online <i>Learning platforms</i> allow efficient management of registrations/sign ups, creation of groups and gap analysis to take place swiftly and efficiently.	Training videos and support for all stakeholders provided and engagement with SMHW promoted.			
Focus on closing the gap with key groups of students through the development of research-led CPD groups.	Staff to opt in to an area of interest that will allow them to focus on specific strategies to develop quality first-wave teaching within the classroom. Groups will focus on: -PPG -Disadvantaged weaker readers -MABLES -Students with low aspirations (Careers focus).	Staff will initially work on these key groups in their own practice but will develop their understanding (based on research) and will come to Champion these groups within their Faculty areas and share good practice on strategies to support closing the gaps.	Identified staff will lead their groups; initial sessions will focus on knowledge of barriers and share research-led approaches; the following sessions will allow staff to build on and develop confidence in supporting students in their classrooms. Staff will then collaborate and share the work they have done in their Faculty teams.	T&L Leads	July'21	CPD Resources: £200
<b>Total budgeted cost</b>						£2695

2. 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	Review Comments
Students who are struggling to master the curriculum (3s/4s on component assessments) get additional support.	Independent Study Support Sessions. (£25/hr/teacher; c. 15 sessions X 32 weeks)	Expert tuition using our own crafted MTPs with familiar members of staff.	Google Forms to track students who have been invited and who attend; compare to subsequent component/composite data.	KBA	23/10 27/11 July '21	23/10 to review first week and modify process
<b>Total budgeted cost</b>						£12,000

3. 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	Review Comments
Catch up English, Maths and triple Science missed during Lockdown	Morning enhancement for Y11 extended Tutor time	Data used to target students in the core subjects	SLT members of the tutor team and HOY visits each form each day	CLC/MBO	June '21	
To maximise full potential of Y11 students in Core subjects and ensure coursework in Cambridge Nationals is up to a high standard	Period 6 targeted Y11 – extra period of the day for Core Subjects and Cambridge Nationals	Focused support and extra time improve students' confidence and boosts exam achievements	Monitored by SLT and HOY who visit each session	MBO/LTO	June '21	£25 per hour. 4 staff per day for 4 days per week. £400 x 36 weeks = £14,400
Exam techniques development and improve exam success	Saturday School for English and Maths	More relaxed environment with targeted students and time to focus on specific skills	HOY present on the Saturdays SLT link to check content and work being delivered	MBO/ERE	July '21	£25 per hour x 2. £50 x 30 sessions = £1,500
Subjects with Coursework elements have time to ensure all students complete to their true potential. Targeted students have a boost in English	Holiday Programmes: Core and Non-Core sessions – October half term English Package and Coursework sessions - Feb half term	Proven success from brought company All students have the opportunity to access the required materials / IT facilities to achieve exam success	HOFs to ensure accurate data of student's progress completed. SLT lead to monitor and facilitate resources and timetable	CLC/MBO	Each Holiday	£25 per hour for 4 hours to include 8 staff. 4 days per holiday. 16 holiday days across the year. 16 x £800 = £12,800

	Maths Package and Coursework sessions -Easter					
Y11 have a buddy in school to ask for support and advice in a student friendly manner	Coach Bright – use of 6 <sup>th</sup> Form Mentors to support Y11 in areas of need.	Students response positively to someone they can relate to who has a different approach. Which then helps re-enforce messages delivered in class.	SLT lead organising Coach Bright and following with the support of Head of Sixth Form	BJO/PMA	June '21	
Increased confidence in being able to revise for their exams Parental support and buy in	Evaluate Revision Package Delivered to Y11 students and sessions for parents too	Proved success before using this package	SLT lead to organise and deliver the sessions	CLC/BJO	June '21	
<b>Total budgeted cost</b>						£28,700

<b>1. Planned expenditure - Other approaches</b>						
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff Lead</b>	<b>Review Date</b>	<b>Review Comments</b>
To improve the attainment and attendance of students, especially in key groups	The use of Breakfast club to provide students an environment to start the day in a positive way, providing food to improve concentration.	(EEF Magic Breakfast trial = 2+ months impact) Providing students a safe place to meet and interact with peers and staff. Enabling all students to have access to breakfast to start their day in a positive manner.	Attendance to breakfast club and the impact on overall attendance and attainment.	BJO	Bi weekly	Donations from Waitrose
To improve attainment and attendance of students, especially in key groups	Provide a homework/catch up club, for students to complete work/homework. This is linked to the curriculum, support and address misconceptions.	Enable students a place to access resources to complete homework effectively, 5+months impact of effective homework (EEF)	Attendance to homework club, completion of tasks and student engagement.	KBA	Monthly	Link to KBA budget Year 9 focus for homework/study support provision

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<p>To improve attainment and attendance of students, especially in key groups</p>	<p>Develop tutor/HOY/SLT mentoring of students in key groups. Student profiles and mentoring completed with clear targets.</p>	<p>Enable barriers to learning to be identified. Key areas via mentoring to be identified and addressed such as attainment and attendance. Shared with staff to support classroom strategies.</p>	<p>Mentors for PPG students assigned. Completion of the profiles, engagement of staff with their use. Learning walks and student voice.</p>	<p>BJO/HOY</p>	<p>Dec '20 June '21</p>	<p>£500 admin time</p>
<p>To improve attainment and attendance of students, especially in key groups</p>	<p>Increase the parental engagement, via the use of PAM, tutor and HOY of communication- positive praise through use of e-postcards or phone calls home. Attendance team to communicate attendance concerns.</p>	<p>Engagement of parents to enhance two way communication will have a positive impact on the wellbeing and attainment of students. EEF highlight that it is important that parents are engaged in their child's learning and they have the tools to do this. Use of texts has 1+month progress impact and parental engagement 3+months impact. (EEF) The use of E-Postcards last academic year had a positive impact in communicating positive areas and will be continued.</p>	<p>Attendance of PPG families to events such as information evenings, progress evenings and meetings.  Engagement and impact of E-Postcards.</p>	<p>DLA/HOY</p>	<p>Dec '21 June '21</p>	<p>£1000 admin time and cost of texts</p>
<p>To improve attainment and attendance of students, especially in key groups</p>	<p>Use of rewards via the attendance team to increase attendance.</p>	<p>Rewarding students to increase their motivation to attend the Academy and improve their learning and experience.</p>	<p>Tracking of student's attendance and rewards provided</p>	<p>DLA</p>	<p>June '21</p>	<p>£1000 rewards</p>

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	Track FSM access, how is impacting in the classroom? Improve the provision of FSM within the Academy.	Providing students with food has a direct impact on concentration, energy levels and therefore achievement and engagement.	Track those students accessing free school meals and link to attainment and attendance.	BJO	June '21	
Improve and provide accessibility to resources to improve learning	Students have access to ICT at home and the academy, via laptops and internet dongles	Enable students to access work at home effectively to ensure they do not fall behind. Technology for students enables them to access this and the online tuition or learning. Digital technology provides 4+months progress, 1:1 tuition 5+months and small group tuition 4+months progress (EEF)	Monitoring of online work completed by subject teachers and coordinated by HOY. Available resources for students who need them and issued with control	AWH/SLI	June '21	50 per dongle x 50 =£2500 Laptops £4000
	Equipment provided for students such as pens, revision materials, guides to enable learning to take place	Resources available to enable student to access learning in the lessons alongside materials outside of the classroom.	All students have access to resources they need	BJO/ERE	Dec '21 June '21	£1000
Develop literacy throughout the academy.	Increase the provision in library and access for increased reading time. DEAR time during tutor time, providing a range of books. Sound training delivered to Year 11 with a reading age significantly lower than chronological age,	Increase the provision in library and access for increased reading time. DEAR time during tutor time, providing a range of books Sound training coaches increased. Pupils targeted increased.	Track reading age, book and attainment data	NSP/CLC	June '21	£5,500 for AR £7,105 for ST



Improve tracking and understanding of key students	Provision map to understand student needs and intervention in place to support learning and mentoring of students.	EEF highlight 4+ months impact on progress. Students identified and have access to programmes to develop areas of need.	Information on provision map and HOF to track its use in the classroom	AWH/BJO/ERE	June '21	
Improve tracking and understanding of key students	Use of Social and emotional learning programmes with students, such as: resilience, anxiety, anger, friends for life and social skills group.	EEF highlight 4+ months impact on progress. Students identified and have access to programmes to develop areas of need.	Impact on students via attendance, well-being, attainment, behaviour. Student evaluation on impact	AWH	June '21	
<b>Total budgeted cost</b>						£22,605
<b>Grand total budgeted cost</b>						£66,000