Catch up premium strategy 2020 -2021

1. Summary information			
School	The Marches School	Total number of students	1461
Academic Year	2020-2021	Number of eligible pupils	1461

2. Current attainment	Data used to identify eligible pupils
Pillar data will be used to identify KS4 students. Student LORIC questionnaires/ attendance and attainment data will be used to identify KS3 students.	

3. Barriers to future attainment	
Academic barriers (issues to be addressed in school, such as poor literacy skills)	
A	Disruption to learning due to staff or student absence.
B	Knowledge/ skills gaps from missed content and existing gaps prior to Covid or due to absence following.
C	Equity of opportunity for all students to access to the full curriculum offer(Universal offer).
Additional barriers (including issues which also require action outside school, such as low attendance rates)	
D	Learning capacity and opportunity outside of school hours.

4.	Intended outcomes	Success criteria
A	Students will be able to 'keep up' with the pace and content of the current curriculum.	Year 11 and 13 data will show that students are achieving in line with their expectations. Appropriate evidence of progress and attainment will be in place should internal monitoring be needed for awarding of external final grades.

		Year 7 progress at the end of the year will be in line with the expectations set out from FFT20.	
	The disruption caused by staff or student absence will be reduced as much as feasibly possible.	Student attendance will be above 96%. Students that are absent due to Covid restrictions will have access to appropriate work and strategies will be in place to ensure progress is being made. Where staff are absent due to Covid, strategies are in place to ensure the learning continues in line with the scheme of work. As much as feasibly possible there will be consistency in cover to ensure the quality of teaching supports good progress.	
B	Students will be aware of their own knowledge/ skills and have the capacity and opportunity to fill these.	Students will use MatNavs (or schemes of work) to identify areas that require additional study. Targeted student groups will be completing homework and additional studies to keep up. Were this is not the case, strategies will be in place to diminish the gap. Where gaps exist, strategies are in place to support students to keep up.	
	The current curriculum will continue to be delivered to ensure no further gaps develop.	All students will complete the full curriculum offer for 2020/2021 with no further gaps developing. Teachers will ensure missing content/ skills are covered within the existing curriculum.	

	Students will have the resources to be able to 'close gaps' independently to ensure they 'keep up' with expectations based on age and starting points.	Microsoft Teams will be used to ensure students can plan ahead and review prior learning. Close contact will be retained with families to identify barriers to additional learning with strategies put in place to overcome these. Clear guidance and signposts will be in place to direct students to the resources they need for independent learning to be effective.
C	All students will have equity of opportunity to overcome barriers experienced due to Covid, and to access the full curriculum offer of the school.	RADY and SEND students will be directly targeted to ensure they are making (or exceeding) expected progress. Where this is not the case plans will be in place (reviewed and renewed) to ensure they are making expected progress. Students required access arrangements for exams will be their normal way of working (Use of laptops; reader pens). Data for all year groups will show gaps diminishing for RADY students. Student voice survey will show that students are supported to keep up and targeted students have clear and explicit plans in place to ensure they keep up. RADY students that have missed a significant amount of direct teacher time will have explicit strategies in place to ensure they 'keep up'

D	Students will be able to access their learning at any time and have support and scaffolding in place where barriers exist.	Microsoft Teams will support delivery of the normal curriculum. Microsoft Teams will become a platform for driving all learning. Students will use Microsoft Teams to drive their own learning and foster the independence required to achieve or exceed their expected outcomes.

5. Planned expenditure					
Academic year					
The three headings enable you to demonstrate how you are using the funds to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Intended outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Students will be able to 'keep up' with the pace and content of the current curriculum.	Employment of three learning mentors. Responsibilities include:- Teaching (cover) Small group intervention Metacognition and self regulation Homework. Parental engagement	Small group intervention (+4 months EEF) Metacognition and self regulation (+8 months EEF) Homework (+5 months EEF). Parental engagement (+5 months)	Line management of LM by assistant head responsible for RADY. Core focus on RADY students for interventions ran by learning mentors. Review of impact at HT2, 3, 4	DMP	December 2020; March 2021; June 2021.

	Employment of additional Access Leader to ensure Universal offer is effective. Responsibilities include Social and emotional learning. One to one interventions; individualised instruction.	Social and emotional learning (+4 months EEF). One to one interventions; (+5 months EEF)individualised instruction. (+3 months EEF)	Line management of access leaders through SEND lead in school. Review of impact at HT2, 3, 4	CT	October 2020 (Standards review); December 2020; March 2021; June 2010
A. The disruption caused by staff or student absence will be reduced as much as feasibly possible.	Employment of three learning mentors to deliver consistency in cover. Use of Microsoft Teams to deliver 'any time, any place' learning platform.	Teaching (cover): In class teaching is single biggest effect size.	Line management of LM by assistant head responsible for RADY.	DMP	December 2020; March 2021; June 2021.
B. Students will be aware of their own knowledge/ skills and have the capacity and opportunity to fill these.	Explicit learning journey through the development of MATNAVs	Metacognitions and self regulation (+8 months EEF)	Placed on school SDP as key target for the year. (also a Trust priority)	SP	December 2020; March 2021; June 2010

B. The current curriculum will continue to be delivered to ensure no further gaps develop. Students will have the resources to be able to 'close gaps' independently to ensure they 'keep up' with expectations based on age and starting points.	Microsoft Teams will support delivery of the normal curriculum and become a platform for driving all learning.	Metacognition and self regulation (+8 months EEF) Homework (+5 months EEF).	Line management of Directors; Implementation of strategy to deliver Microsoft Teams.	AH	October 2020 (Standards review); December 2020; March 2021; June 2010
				Total budget cost	
ii. Targeted support					
Intended outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
C. Barriers to learning for targeted students (RADY) are identified and overcome. To	Employment of three learning mentors with targeted focus on RADY.	Learning styles (+2 months EEF); Individualised instruction (+3 months EEF)	Learning walks and observations to ensure expectations of Universal offer are being met.	DMP	December 2020; March 2021; June 2010

ensure parental engagement is maintained and focused on outcomes.	Plans in place and regular home contact for RADY students targeted for 'keep up' interventions.	Parental engagement (+3 months). Homework (+5 months).			
B. Students will complete the additional study required to ensure they 'keep up' with expectations based on age and starting points.	Learning Mentors will ensure a key focus remains on RADY students	Individualised Instruction (+3 months EEF)	Planned strategy with Assistant head responsible for RADY	DMP	Half termly review and weekly line meetings.
				Total budget cost	

iii. Other approaches

Intended outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Students access arrangements will be evident through their normal way of working.	Where appropriate students will have reader pens/ laptops to support learning.	Digital technology (+4 months EEF)	Students in receipt of digital technology will have progress assessments at each pillar point.	JP/ CT	December 2020; March 2021; June 2010
				Total budget cost	85000

6. Review of expenditure

At the end of the year				
i. Quality of teaching for all				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
3 x Learning Mentors				£68725
Access Leader				£22576
ii. Targeted support				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
16 Laptops Purchased (£415 each)				£6640
1 Set Reader Pens (x10)				£1900
iii. Other approaches				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost