

COVID-19 Catch Up Trinity Academy Sowerby Bridge Statement 2020-21

Summary Information					
Total number of pupils:	Year	SEN K	SEN E	PP	Amount of catch-up premium received per pupil: £80
	7	27	3	100	
	8	46	4	117	
	9	25	6	67	
	10	20	4	86	
	11	25	5	79	
	Totals	143	22	449	
Total catch-up premium budget:	£63,920				

Strategy Statement
<p><i>'It is likely to be beneficial to consider how to align chosen approaches with pupil premium spending and broader school improvement priorities' (Covid-19 support guide for schools, Sept 2020)</i></p> <p>Our catch-up plan is written with reference to whole school priorities. They are:</p> <ul style="list-style-type: none"> ✓ The Academy Improvement Plan ✓ The Pupil Premium Strategy 2020-21 ✓ The Academy Self Evaluation <p>Here is an at-a-glance list of the 10 approaches we are taking to help students catch up. These 10 approaches will enable us to:</p> <ul style="list-style-type: none"> ✓ Raise the attainment of all pupils so that we close the gap created by COVID-19 school closures. There will be a particular focus on disadvantaged, SEND and vulnerable pupils who evidence shows are likely to have fallen most behind. ✓ Offer support to all pupils, families and the wider community to help them recover from the impact that COVID-19 may have had on their emotional health and well-being. ✓ To fund extra support for those pupils who may struggle to re-engage in school or who are at risk of persistent absence. <ol style="list-style-type: none"> 1. Curriculum adaptations for all subjects and all year groups. 2. High quality CPD for staff so that our face-to-face and online lessons are impactful, engaging and accessible to all. 3. Supporting early years' teachers who have missed teacher training or NQT face-to-face teaching time. 4. Strengthening the pastoral team to build capacity to support students during and post lockdown. 5. Review of low stakes Masters of Recall testing so that teachers know where gaps in knowledge are and what curriculum changes may be required.

6. Effective use of the National Tutoring Programme funding.
7. Continued focus on the literacy skills of students in year 7 and across school.
8. Continued focus on the numeracy skills of students in year 7 and across school.
9. Free breakfasts for all.
10. Development of our own wellbeing website offering 24/7 wellbeing support to staff, students and parents.

This catch up plan is a working, live document. It will be reviewed termly and changes/updates will be made where necessary. The quote below echoes the sentiments of Trinity Academy Sowerby Bridge.

Catching up on lost learning time is a significant, complex and difficult task, which will require ... time, space, and support. We must do more for young people from disadvantaged backgrounds all the time, not through rhetoric but through practical action. (Geoff Barton, ASCL)

1. Barriers to Future Attainment	
Academic Barriers:	
A	'School closures are likely to reverse progress made to close the gap in the last decade since 2011'. EEF - Impact of school closures on the attainment gap: Rapid Evidence Assessment (June 2020). We must work even harder to engage, academically and pastorally support and implement timely interventions for our PP students.
B	Engagement with remote learning is varied. Some students, such as young carers, will not have been able to work effectively at home. Some PP students have extenuating family circumstances meaning that they are unable to manage the demands of learning at home. We must use frequent low stakes diagnostic testing to assess student working levels, amend our curriculum maps accordingly and track student progress.
C	Lost learning time has led to lower literacy levels. Disadvantaged households are less likely to be able to support their child (ren) with their reading at home and decoding of remote learning tasks. A robust, impactful suite of literacy interventions must be available to those who need it. A robust whole school literacy strategy must be a priority so that all students are able to build their tier 1, 2 and 3 vocabulary banks back up post lockdown.
D	Lost learning time due to lockdown will have affected our SEND students significantly, in particular those with cognition and learning as their key area of need. We want as many SEND students to leave us with a grade 4 in English or higher so that all further study and employment doors are open to them when they leave us.
E	The behaviour of a minority of students is a focus for pastoral and academic staff. Post lockdown, poor behaviour could be exacerbated due to a lack of structure and routine at home. This may lead to disengagement, more lost learning time and ultimately less successful outcomes for students at GCSE.
F	The recruitment and retention of the very best staff is key to consistent quality first teaching. A lack of consistency can lead to unsettled students who prefer to be taught by familiar staff who are experts in their craft. Teaching during a global pandemic has been challenging and we must do what we can to ensure that retention of staff is high priority.

External Barriers:

G	Lack of access to ICT and a stable internet supply. Despite our best efforts to ensure that laptops and dongles are provided to students who need them, there will still have been lost learning time as they awaited this ICT equipment from school. Disadvantaged students may also have limited ICT skills and find navigating remote learning challenging.
H	The percentage attendance of students could be lower than pre-COVID due to anxiety around the risks of returning to the school building and exposure to the virus. Students could have, despite our best efforts, disengaged from school during lockdown and be reluctant to return.

Planned expenditure for current academic year

Quality of Teaching for All					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead(s)	When will you review this?
1. To ensure that curriculum adaptations for each year group in each subject are considered thoroughly and implemented effectively.	<p>Intended outcome:</p> <p>Settled, confident students who have the best chance of catching up on any lost learning time.</p> <p>Success criteria:</p> <p>Updated curriculum maps for each subject area.</p> <p>Positive outcomes from Curriculum Reviews (Internal and External).</p>	<p>EEF - Covid-19 support guide for schools</p> <p>'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</p> <p>'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 leaders will work with their senior leadership links to:</p> <ul style="list-style-type: none"> - remove content that can be removed. -locate topics/skills that are repeated and tackle once if appropriate. -build in revision time for year 11 subjects where possible. -lead curriculum area reviews to share best practice. 	<p>Curriculum leaders</p> <p>Senior leadership links</p>	Ongoing

Quality of Teaching for All

Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead(s)	When will you review this?
<p>2. To keep staff at the Academy because they feel part of the Trinity family, have exposure to leading edge CPD and are able to focus on the subject(s) they applied to teach.</p>	<p>Intended outcome:</p> <p>Motivated staff who have manageable workloads with time to teach to their potential, opportunities to refine their craft and to act as a consistent body of support to our students who, due to lockdown, are in need of enhanced levels of staff consistency and expertise.</p> <p>Success criteria:</p> <p>High quality, carefully sequenced CPD programmes for staff and support staff of all career levels.</p> <p>Robust subject area led CPD schedules submitted and quality assured.</p> <p>High levels of staff engagement in CPD and positive staff feedback.</p>	<p>DfE Teacher Recruitment and Retention Strategy, January 2019</p> <p>'Every day, teachers get the chance to inspire children and young people, shaping thousands of lives. But ... we need to attract even more people into the profession, and then make sure they are supported to not just stay, but to thrive'.</p> <p>EEF – The EEF Guide to Supporting School Planning – A Tiered Approach to 2020-21</p> <p>'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>Chartered College of Teaching – Catch up and recovery approaches, June 2020</p> <p>'Ensuring our staff have a manageable workload is a priority. They need to be able to teach'.</p>	<p>Weekly meetings for our Teaching and Learning leaders to monitor progress.</p> <p>Weekly Lead Teacher meetings to discuss latest evidence-based research. This will lead to data collection taking place and research being shared to classroom teachers in a non-judgmental way so that they can further develop their practice.</p> <p>Staff voice on CPD process.</p> <p>Staff wellbeing survey (Warwick University) to offer bespoke wellbeing support for staff in need.</p>	<p>CMN ABH ITR KDN KCN GPN</p>	<p>Ongoing</p>

Quality of Teaching for All

Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead(s)	When will you review this?
<p>3. To support early career teachers to catch up on lost time from their training or NQT year due to lockdown.</p>	<p>Intended outcome:</p> <p>Newly qualified and recently qualified teachers have confidence in the classroom and feel able to cope with the demands of face-to-face as well as the remote teaching of students.</p> <p>Success criteria:</p> <p>-Positive feedback from early careers teachers about CPD support on offer at TASB.</p> <p>-Retention of early careers staff at year-end is positive.</p>	<p>EEF - Effective use of the pupil premium, November 2019</p> <p>'Teaching should be the top priority, including professional development, training and support for early career teachers and recruitment and retention'.</p> <p>EEF – The EEF Guide to Supporting School Planning – A Tiered Approach to 2020-21</p> <p>'We must ensure that every teacher is supported and prepared for the new year'.</p>	<p>All staff have a dedicated staff mentor whom they meet at specific times of the year to discuss personal development targets.</p> <p>Bespoke CPD for early careers teachers led by CMN.</p> <p>Working with Teach First as early adopters of the NQT early careers framework programme.</p>	<p>CMN ABH</p>	<p>Ongoing</p>

Quality of Teaching for All

Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead(s)	When will you review this?
<p>4. To strengthen our pastoral team with the appointment of two new Assistant Year Leaders.</p>	<p>Intended outcome:</p> <p>Students have a plethora of non-teaching support staff who can support them with their pastoral needs following extended period(s) of lockdown.</p> <p>Success criteria:</p> <p>Pastoral processes become even more efficient and impactful due to added capacity within team.</p>	<p>DfE guidance for full opening of schools</p> <p>'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'.</p> <p>EEF – The EEF Guide to Supporting School Planning – A Tiered Approach to 2020-21</p> <p>'Pastoral teams could conduct semi-structured interviews with pupils ... monitoring and responding to needs'.</p>	<p>All new pastoral staff happy and effective in new roles.</p> <p>Added capacity for supporting student behaviour and attendance teams and adding strength to the pastoral team at a challenging time.</p> <p>Pastoral team leads on weekly student engagement calls to every remote learner. This will strengthen relationships with students and families and aid re-integration.</p>	<p>CJN LDN</p>	<p>Half termly</p>

Quality of Teaching for All

Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead(s)	When will you review this?
<p>5. Carry out Masters of Recall knowledge check assessments every term for students in years 7 to 9 so that basic knowledge is reviewed, learned and gaps in knowledge identified, revised and re-tested.</p>	<p>Intended outcome:</p> <p>Well informed staff who know which knowledge to revisit with students and where student strengths in knowledge acquisition lie.</p> <p>Success criteria:</p> <p>-KS3 students using knowledge organisers each lesson to support their learning.</p> <p>- Masters of Recall data is analysed and planning is refined to meet changing student needs.</p>	<p>EEF - Covid-19 support guide for schools, Sept 2020</p> <p>'Subject specific assessments might be used to identify particular areas where pupils have forgotten or misunderstood key concepts, to ensure that new material being covered builds on secure foundations'.</p> <p>EEF – The EEF Guide to Supporting School Planning – A Tiered Approach to 2020-21</p> <p>'Graphic organisers represent a cognitive strategy that has been extensively researched with pupils with SEND ... and are used to organise knowledge, concepts and ideas'.</p>	<p>Masters of Recall assessments to be held Termly.</p> <p>Forensic analysis (data packs) for each subject area.</p> <p>Curriculum planning informed by outcomes of MoR assessments.</p> <p>Knowledge Organisers adapted to support Band 1 and 2 EAL Students.</p>	<p>LHR CLs ABH MEY</p>	<p>Termly</p>

Total budgeted cost: £108,570

Targeted Support					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
<p>6. To use National Tutoring Programme tutors to support our students most at risk of underachieving in Maths, English and Science due to lost lesson time and/or students who are disadvantaged, SEND or vulnerable and likely to have fallen behind most.</p>	<p>Intended outcome:</p> <p>Students working with an NTP tutor are able to use this additional tutor time/small group learning to 'catch up'.</p> <p>Success criteria:</p> <p>Analysis of NTP engagement data and mini assessment outcomes show that tutoring is high impact.</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>Clear timetable of students identified for tutoring in school (Spring term) and online. Rationale for selections made.</p> <p>Analysis of attitude to learning grades, student and parent/carer feedback.</p>	ECM	Ongoing

Targeted Support					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
<p>7. To further develop the whole school literacy package so that lost literacy skills are recovered and chances to focus on literacy exist at whole school level, tutor group level, classroom level and student level.</p> <p>Bespoke Humanities Curriculum Maps in place for students in the Primary Provision to develop historical and geographical skills while continuing to develop literacy.</p> <p>Use of the English LM to support in teaching small groups of KS4 students and targeted in class support.</p>	<p>Intended outcome:</p> <p>Students re-gain their confidence in and their love of reading and writing for various purposes and audiences.</p> <p>Students have the necessary literacy skills to access their broad and balanced curriculum.</p> <p>Success criteria:</p> <p>Students in years 7, 8 and 9 increase their reading age each term and/or have clear strategies for increasing their progress.</p>	<p>EEF - Covid-19 support guide for schools, Sept 2020</p> <p>'A particular focus for interventions is likely to be on literacy. For example, there is extensive evidence showing the long-term negative impact of beginning secondary school without secure literacy skills'.</p> <p>Internal thoughts on literacy:</p> <p>Without KS2 data this year, we are identifying need in each area of reading and writing so that the right students get the right catch-up support.</p>	<p>Employment of a Primary specialist to facilitate accelerated progress for our most academically vulnerable students.</p> <p>Continue to develop the whole school literacy package so that every student has regular opportunities to read for pleasure, read texts for comprehension and inference, debate and discuss the content of what they read and write clearly using tier 2 and 3 language.</p>	<p>ABH GDY RBY</p>	<p>Ongoing</p>

Targeted Support					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
<p>8. To further develop the whole school numeracy package so that lost numeracy skills are recovered and chances to focus on numeracy exist in Science and Geography lessons.</p> <p>Selected students from KS3 are identified for small group interventions from Sept 20 onwards to address gaps in knowledge.</p> <p>Use of the Maths LM to support in ASC Base teaching and targeted in class support.</p>	<p>Intended outcome:</p> <p>Students re-gain their confidence in and their love maths.</p> <p>Students have the necessary numeracy skills to access their broad and balanced curriculum.</p> <p>Success criteria:</p> <p>Students in years 7, 8 and 9 improve their times tables each term and/or have clear strategies for increasing their progress.</p> <p>Maths questions are answered well in GCSE questions in Geography and Maths</p>	<p>EEF - Covid-19 support guide for schools, Sept 2020</p> <p>'A particular focus for interventions is likely to be on numeracy...Effective intervention follows assessment, which can be used to ensure that support is well-targeted and to monitor pupil progress.'</p> <p>Internal thoughts on numeracy:</p> <p>Without KS2 data this year, we are identifying need in numeracy so that the right students get the right catch-up support.</p>	<p>Embedding regular practise of golden threads within the maths curriculum to include a renewed focus on fluency and problem solving. This will be a focus in Maths Curriculum CPD.</p> <p>Collaboration between CLs of Maths, geography and science to ensure that maths is delivered consistently, with a particular focus on consistent use of language. Regular opportunities to embed maths in geography and science lessons with the launch of 'Mastering Maths in...'</p>	<p>ECM JRD AFR LPN</p>	<p>Ongoing</p>
					Total budgeted cost: £63,645

Wider Support Strategies

Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
<p>9. To distribute all magic breakfast items provided to school to students on a regular basis to ensure all students have access to breakfast before they leave home on a morning.</p>	<p>Intended outcome: Happier, healthier and well-nourished students who have the fuel to concentrate and work to the best of their ability.</p> <p>Success criteria: -Successful free breakfast provision for all during AY2020-21.</p>	<p>EEF statement: Re-publication of the evaluation of school breakfast clubs, Dec 2019 'Schools considering implementing free breakfast provision should also consider the multiple positive impacts of the approach, including improved pupil behaviour and improved attendance'.</p>	<p>Ensure student are supplied with provisions so that a healthy and free breakfast option is available for students every day before they leave home.</p>	<p>JLR YLS</p>	<p>Termly</p>

Wider Support Strategies

Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
<p>10. Develop Trinity Academy Sowerby Bridge's own wellbeing site so that students, staff and parents have access to wellbeing support 24/7.</p>	<p>Intended outcome:</p> <p>Settled families who know that they can access the support they need whether they are in school or at home.</p> <p>Success criteria:</p> <p>-Successful set up of the 'Wellbeing' part of the school website.</p> <p>- Quality assured materials on the site which link to all aspects of the new RSHE framework, student wellbeing worries raised by the EHNA survey and CPOMS data.</p>	<p>TASB Internal Data:</p> <p>- Increase in students referred to the wellbeing team. Counselling time fully taken by Oct 20 creating a counselling waiting list and concern about waiting time before first appointment</p> <p>TASB Objectives:</p> <p>-To offer 24/7 student, staff and parent/carer well-being support at a time when it is needed most.</p> <p>-To develop student, parent/carer and staff awareness of how to self-manage low-level wellbeing concerns.</p> <p>-To support our students with quality assured materials covering all aspects of the RSHE framework.</p>	<p>Development of bespoke information sheets and strategy sheets developed by the internal wellbeing team (BACP accredited counsellor).</p> <p>Quality assurance of website by SLT for Student Support and wider SLT.</p> <p>Promotion of content on social media to raise awareness amongst all stakeholders.</p>	<p>ECM KYG GBY HHY</p>	<p>Termly</p>

Total budgeted cost: £21,554

'An evidence informed approach gives us the best chance of maximising impact' (Covid-19 support guide for schools, Sept 2020)

This catch up policy has been written with reference to the following internal information and evidence-based research:

- Trinity Academy Sowerby Bridge knowledge of student progress and impact of lockdown
- Results of staff, pupil and parent/carer consultation
- Analysis of attendance and student engagement records
- DfE – Guidance for full opening of schools (Section 3)
- DfE – Catch up premium (November 2020)
- EEF - Covid-19 support guide for schools (Sept 2020)
- EEF - Best evidence on supporting students to learn remotely (Jan 2021)
- Chartered College of Teaching – Catch up and recovery approaches (June 2020)
- Barry Carpenter, Oxford Brookes – Loss and life for our children and schools post pandemic (July 2020)
- Steve Lane, Educational researcher – Covid-19 response blog
- DfE – Review your remote education provision (January 2021)
- The EEF Guide to Supporting School Planning: A Tiered Approach to 2020-21
- National Tutoring Programme - Supporting schools to address the impact of Covid-19 closures on pupils' learning. – EEF (August 2020)

Curriculum Conference hosted by the BESA presentations:

- Supporting the Covid-19 cohort
- Diversifying the Curriculum
- A Recovery Curriculum
- The DfE's priorities post-Covid-19
- Ofsted Keynote by Daniel Mujs