



Catch-up approach and premium

To support pupils with their learning following the extended period of disrupted education due to COVID-19, the school has received **£36,960** (£80 per pupil) of additional catch-up premium. The EEF’s ‘Tiered Approach to 2020-21’ planning guide, as well the ‘Guide to the Pupil Premium’ have both supported our intentions for the year ahead. The overall aim of the strategy is to close the gaps created by COVID-19 school closures with a particular emphasis on disadvantaged pupils and those who found remote learning particularly challenging.

The EEF recommend a tiered approach based upon three key principles: teaching, targeted academic support and wider strategies. From this, the initial ‘Recovery Curriculum’ (see appendix 1) approach was developed and shared with the wider staff team. The engagement with remote learning throughout the spring and summer terms has been closely monitored and leaders have reviewed their curricula to prioritise fundamental aspects of learning missed during the pandemic. Staff understand the barriers to learning and dedicated time to focus on the recovering of lost learning has been prioritised. The strategies below will be implemented to ensure that pupils ‘catch-up’ lost learning and return to the school environment and its routines with the support required.

1. Teaching

Strategy	Success Criteria	Cost	Impact Review (to be reviewed throughout the year)
Focus on the ‘10 Elements of Great Teaching’ with priority given to five key ‘catch-up’ elements.	<ul style="list-style-type: none"> • CPD programme delivered with a focus on high-quality teaching for all. • CPD for middle leaders to focus on curriculum design (intent, implementation and impact) as well as assessment and the new Ofsted framework. • A renewed focus on behaviour for learning (element one) and establishing routines/ structures. • Evidence of the elements identified in the Quality of Education reviews. 	£3,100	Evidence <ul style="list-style-type: none"> • Quality of Education Reviews • Pupil outcomes in ongoing assessments • Sustained improvement in pupil attainment and progress
Recovery focus in each subject defined by CLs and shared with teaching teams.	<ul style="list-style-type: none"> • Each subject will produce a coherent overview (centred on the whole school 		Evidence <ul style="list-style-type: none"> • Quality of Education Reviews

	<p>approach) to ensure pupils get back 'on track'.</p> <ul style="list-style-type: none"> Curriculum Leaders communicate their intentions around identifying gaps in learning, wider assessment and teaching priorities. 		<ul style="list-style-type: none"> Pupil outcomes in ongoing assessments Sustained improvement in pupil attainment and progress
Re-establish the 'Quality of Education review' process and subsequent curriculum development process/ coaching support.	<ul style="list-style-type: none"> Review to re-commence in January 2021 with more informal assessment and review in the interim. Establish the strengths and areas for development in each department and take necessary support action. 		<p>Evidence</p> <ul style="list-style-type: none"> Quality of Education Reviews Pupil outcomes in ongoing assessments Sustained improvement in pupil attainment and progress
Early assessment to identify gaps and key groups of pupils requiring support.	<ul style="list-style-type: none"> Reading and spelling age testing complete in September with subsequent parental communication and actions (NGRT/ NGST). Baseline external GL assessments in maths and English with subsequent support planning and curriculum amendments. 	Ongoing	<p>Evidence</p> <ul style="list-style-type: none"> Quality of Education Reviews Pupil outcomes in ongoing assessments Sustained improvement in pupil attainment and progress
Targeted NQT support through the ECF (Ambition Institute).	<ul style="list-style-type: none"> Recruitment of additional SLT support to oversee the development of the Early Careers Framework and ITT opportunities. Liaison with the Ambition Programme from NQT development. 	Ongoing	<p>Evidence</p> <ul style="list-style-type: none"> Quality of Education Reviews Regular reviews of practice Mentor sessions and ongoing CPD
Continuing Partnership liaison (virtual) between middles and high school.	<ul style="list-style-type: none"> Establish any known gaps across the Partnership. Establish priorities from the high school for KS3 teachers to focus on. Continue to develop consistency in curriculum sequencing and assessment 	£1,550	<p>Evidence</p> <ul style="list-style-type: none"> Collaborative sessions Revised curriculum models Transition information from Y8-9

	across KS3/4.		
Develop a coherent 'Remote Education' policy and share with the staff team/ parents/ pupils.	<ul style="list-style-type: none"> • Share a coherent policy with all stakeholders. • Introduce the use of Loom and other video software. • Trial 'Live Lessons' so isolating children can 'join' lessons from home. 	£610	<p>Evidence</p> <ul style="list-style-type: none"> • Successful plan/ policy embedded • Engagement analysis
Re-engage with external CPD providers such as Great North Maths Hub to ensure staff have opportunities virtually.	<ul style="list-style-type: none"> • Staff continue to engage with external CPD and lead smaller feedback sessions in school. • Engage with Maths Hub and English Hub development opportunities. 	Ongoing	<p>Evidence</p> <ul style="list-style-type: none"> • Impact on the Quality of Education • Sustained improvement in pupil outcomes.

2. Targeted academic support

Focus	Success criteria	Cost	Impact Review
Reading support – early phonics – for pupils with significantly weaker reading ages.	<ul style="list-style-type: none"> • For the weakest readers (20%), regular (three times weekly) reading support through Read Write Inc. sessions. • Close tracking of reading material and reading development. 	£1,750	<p>Evidence</p> <ul style="list-style-type: none"> • Development in reading ages for the weakest readers. • Sustained progress in reading (comprehension and reading aloud).
Reading support – use of Reading Plus and Self Learn online platforms to support comprehension. Reading support – new approach to reading including the VIPERS teaching approach for comprehension skills.	<ul style="list-style-type: none"> • Across all years, identify targeted groups to access the online programmes. • Sustained improvement in reading comprehension, vocabulary and 		<p>Evidence</p> <ul style="list-style-type: none"> • Development in reading ages for the weakest readers. • Sustained progress in reading (comprehension and reading aloud).
EGPS support – targeted grammar groups in KS2 to develop skills and bridge gaps.	<ul style="list-style-type: none"> • As part of the intervention programme, sessions will focus on identifying gaps in EGPS knowledge and lead to sustained improvement in attainment. 		<p>Evidence</p> <ul style="list-style-type: none"> • Sustained progress in EGPS. • Development in spelling ages for those tested (DP/ SEND/ lower-attaining pupils).

Make better use of the school day for targeted academic support.	<ul style="list-style-type: none"> Renewed structure of the day allowing for additional pastoral time (focused on well-being) and increased time for intervention support. 		<p>Evidence</p> <ul style="list-style-type: none"> Sustained improvement and progress following intervention sessions/programmes.
<p>Maths support – use of Maths Whizz online tutoring for gap building.</p> <p>Maths support – programme of targeted maths session focused on arithmetic and problem solving.</p> <p>Maths support – use of RAPID intervention sessions and pre-teaching (focused on DPs).</p>	<ul style="list-style-type: none"> Increased gap analysis in maths and targeted support to bridge gaps. Increased confidence of pupils (particularly disadvantaged pupils). Engagement both at school and at home increased (online learning). 	£3,650	<p>Evidence</p> <ul style="list-style-type: none"> Sustained improvement and progress in mathematics. Gaps identified and bridged for individuals.
Recruit a new 'Intervention and Pastoral Support Assistant' to focus mainly on KS3 targeted intervention.	<ul style="list-style-type: none"> Successful recruitment to the role and intervention/ support sessions being increased with particular emphasis on KS3 pupils. 	£19,190	<p>Evidence</p> <ul style="list-style-type: none"> Programme of intervention in place. Impact of interventions. Sustained progress of pupils attending sessions.
Provide opportunities for alternative education for those most in need and struggling to adapt to school life.	<ul style="list-style-type: none"> Providers will be well selected in liaison with parents/ carers. The sessions will be timely and well-structured to allow for the impact to be monitored regularly. 	£6,000	<p>Evidence</p> <ul style="list-style-type: none"> Targeted mentoring (social / emotional). Targeted academic tutoring for impact on attainment. Ability to return to the classroom full-time following support.

3. Wider Strategies

Strategy	Success Criteria	Cost	Impact Review
To more closely monitor behaviour and attendance (and to celebrate success), introduce a new online system – Class Charts.	<ul style="list-style-type: none"> Class Charts now used to track lesson attendance and allowing close analysis of attendance patterns. Provision Map added for SEND and intervention tracking. 	£2,350	<p>Evidence</p> <ul style="list-style-type: none"> Impact of interventions following tracking and analysis. Increased engagement of key stakeholders (pupils, parents,

			teachers).
Invite parents of disadvantaged pupils to attend 1:1 meetings with senior staff to build positive relationships and impact on school engagement.	<ul style="list-style-type: none"> • Attendance at meetings. • Strengthening of home-school engagement and relationship. • Giving a go-to contact in school. • Provision of additional support materials for us at home to support learning (empowering parents). 	£1,576	<p>Evidence</p> <ul style="list-style-type: none"> • Increased engagement • Improved attendance • Improved behaviour • Sustained improvement in academic performance.
Re-establish the extra-curricular offer in school (with new guidance) to ensure that pupils have a vast range of opportunities beyond the classroom.	<ul style="list-style-type: none"> • In line with restrictions and guidance, extra-curricular programme re-established so that pupils engage in the wider life of the school – this promotes social development and positive well-being. • Invest in tracking systems to identify gaps. 	£260	<p>Evidence</p> <ul style="list-style-type: none"> • Review uptake levels to establish engagement across the wider curriculum.
Targeted intervention for pupils who require additional social, emotional and behavioural support (both internal and external support).	<ul style="list-style-type: none"> • Alongside academic support, programme of social/ emotional support established (small group/ 1:1). • Pupils accessing support at different levels for short bursts of support pending a review of impact. 	£2,920	<p>Evidence</p> <ul style="list-style-type: none"> • Review impact of interventions. • Review impact of external agency involvement/ support.
Train staff in the implementation of the 'FRIENDS' resilience programme for social, emotional and mental health support.	<ul style="list-style-type: none"> • Programme implemented in small groups. • Consider wider roll-out to whole year groups and/or whole-school perhaps in PSHE sessions. 		<p>Evidence</p> <ul style="list-style-type: none"> • Impact of the sessions measured.
Train 'Peer Mentors' to support mental health in school.	<ul style="list-style-type: none"> • Work with leaders at NCC's Mental Health team to recruit and train peer mentors. • Peer mentors supporting pupils in all 	£710	<p>Evidence</p> <ul style="list-style-type: none"> • Peer Mentors trained and sessions implemented in school – review the impact of these.

	<p>years across the school.</p> <ul style="list-style-type: none"> • Providing support at break and lunch. 		
New counsellor to join the school for targeted sessions.	<ul style="list-style-type: none"> • Recruit a counsellor to provide targeted sessions on a weekly basis. • Successful feedback from the child, the counsellor and parents. 	No cost	<p>Evidence</p> <ul style="list-style-type: none"> • Liaise with pupils and parents to establish level of engagement and feedback.
Implement a new online parents' evening system to ensure communication.	<ul style="list-style-type: none"> • Allow parents' evenings and regular communication to take place virtually and throughout periods with restrictions in place. 	£550	<p>Evidence</p> <ul style="list-style-type: none"> • Engagement levels. • Staff and parent feedback.
Review communication approach – fewer updates and one weekly 'Parent Update' with school news. Target communication to key families such as DP parents to ensure that all information is received and actioned as necessary. Use social media platforms to celebrate success and events in school.	<ul style="list-style-type: none"> • Streamlined communication approach to engage with the community. • Targeted communication to ensure accessibility. 	Ongoing	<p>Evidence</p> <ul style="list-style-type: none"> • Community engagement. • Parent feedback surveys.
Free school meal administration and provision of food parcels for those self-isolating.	<ul style="list-style-type: none"> • Provide FSM to those who need them when not able to attend school due to COVID reasons. 	£1,000	<p>Evidence NA</p>
Total			£45,210