

## Catch up premium and provision for each year group (By strategy)

The government has allocated all schools some additional funding to support in the delivery of a 'Covid Catch-Up Programme' to redress some of the impact of the school shutdowns this year. Our catch-up strategy, which is detailed below, aims to support students in all year groups in the academy. This is a live document and will be regularly updated.

Action	Intended outcome	Evidence and rationale	Staff lead	Year Group/s
Standardised assessments provided by GL assessments in English and maths to identify who needs support the most	Through the assessments we can identify which students are most in need of support. By completing a follow up assessment, we can then measure the impact of all that we have put in place.	In the absence of SATs data (Yr7), this will give us a good indication of the ability range within the cohort and which groups of learners need the most support.  With the significant time lost due to lockdown, these assessments will give us a good indication of who has fallen behind and needs additional support.	AKI	Key Stage 3 (Years 7, 8 and 9)
Employ 2 Teach First academic mentors for small group work (withdrawn from lessons and period 6).	Improve the progress of those students who are working with the academic mentors. This will be evidenced through GL assessment scores (see above) and our own internal progress tracking systems.	Small group tuition is one of the EEF recommended strategies.	AKI and KS3 progress manager	Key Stage 3 (Years 7, 8 and 9)
Delivery of reciprocal reader by learning mentors in period 6 for SEN students in need of the most support. Learning mentors to deliver 1 hour sessions per week from January to July.	To improve the literacy of SEN students to be measured through improvements in reading ages.	EEF programme.	AJ/SLM	Key Stage 3 (Years 7, 8 and 9)

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Investigate the possibility of training learning mentors in the REACH reading programme.				
Tassomai in science (and maths and English from this year)	See an improvement in outcomes across science qualifications.	Low stakes quiz-based revision has been shown to improve outcomes for students.	TS	Year 10
Tuition Partner Programme (MYTutor) - one to one tutors for 10 Year 10 disadvantaged students (this tuition is a 10 week programme in one subject). Starting week beginning 30 November.	Targeted students improve outcomes in the subject in which they have received tuition.	One-to-one tuition is one of the EEF recommended strategies for closing gaps in attainment.	AJ	Year 10
NTP small group tuition (MyTutor). 60 Year 11 students receiving 15 weeks of 3:1 science tuition. Starting week beginning 4 January.	Targeted students improve outcomes in science.	Small group tuition is one of the EEF recommended strategies for closing gaps in attainment.	AJ	Year 11
NTP small group tuition (PET-Xi). 30 students receiving 15 weeks of 3:1 English or maths tuition. (10 groups of 3)	Targeted students improve outcomes in English or maths.	Small group tuition is one of the EEF recommended strategies for closing gaps in attainment.	CHO/HRI	Year 10 Starting Wednesday 24 February
One to one tuition (MyTutor) 30 licenses for Y10 (maths and English)  12 licenses for Year 12 science.  Both are 10 week programmes	Targeted students improve outcomes in English, maths and science.	Small group tuition is one of the EEF recommended strategies for closing gaps in attainment.	CHO/HRI/ ASC	Year 10 Year 12

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Period 6 Monday to Thursday.	Through targeted ongoing intervention support, individual students will see improvement in outcomes.	Due to the significant time lost due to lockdown, we have increased Year 11 students timetable every Monday and Tuesday to include an addition period 6 focusing on English and maths.  Additionally, 41 period 6 sessions covering all qualifications are offered on Wednesday & Thursday.	AKI	Year 11 Year 13
PIXL wave. Mock examinations in English and maths	Gain a greater understanding of the progress of our Year 11 cohort, benchmarked against all other PIXL schools' cohorts.	With the significant time lost due to lockdown, these assessments will give us a good indication of who has fallen behind and needs additional support.	JSY & SCO	Year 11
PETXi in maths.	Improve outcomes for key targeted group of learners on the 3/4/5 grade borderline in maths.	This intensive week will provide students with the key learning points needed to improve their outcomes in maths.	AKI & JSY	Year 11
In-house week-long English programme.	Improve outcomes for key targeted group of learners on the 3/4/5 grade borderline in English.	This intensive week will provide students with the key learning points needed to improve their outcomes in English.	AKI & SCO	Year 11
3 days of small group support from lead practitioner in English.	See an improvement in outcomes for targeted learners in English.	Small group tuition is one of the EEF recommended strategies.  We have increased capacity due to a lead practitioner returning from maternity leave.	AKI and KS4 progress manager	All

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UniFrog.	Improve students understanding of options after post 16. Improve destination data.	The online platform provides a wide range of useful resources and tools to help inform students about University, careers and apprenticeships.	ETU	Year 12 & 13
SchoolCloud - a web-based application for scheduling and running parents' evenings remotely for all year groups.	Be able to continue our parental engagement, whilst adhering to restrictions and our risk assessment.	Hosting parents' evening remotely allows us to continue the ongoing dialogue with parents about student progress without compromising anyone's safety.	NS	All
OPTIC teaching and learning model.	Effective implementation of Year 2 of OPTIC, especially focusing on PCK and literacy (reading).	Research underpins OPTIC. The planning cycle echoes the EEF planning cycle and all keys (underlying principles) have positive effect sizes.	CHO & wider Optic Lead team	All