

**Catch-Up Strategy / Action Plan**

**(summary)**

**A full copy of the action plan is available on request**

**September 2021**

**What is the catch-up premium and where does it come from?**

Children and young people across the country have experienced unprecedented disruption to their education as a result of Coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hits. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.

Successful spending relating to catch-up, and recovery should lead to rising standards, an improvement in narrowing the achievement gap and a broadening of opportunities for all our students.

The government has announced £1 billion of funding to support children and young people to catch up. This included a one-off universal £650 million catch-up premium for the 2020 to 2021 academic year to ensure that schools had the support they need to help all students make up for lost teaching time.

**What is the aim of Catch-up premium?**

Schools should use this funding for specific activities to support their students to catch up for lost teaching over the previous months, in line with the guidance.

The additional funding to support recovery, including curriculum recovery, at Unity College, is shaped by the EEF guidance which suggests a three-tiered approach:

* Quality Teaching & Learning
* Targeted Support
* Wider Strategies

The catch-up premium will fund staffing, activities and interventions that are designed to have a positive impact on wellness, character, competency as well as progress and attainment.

**What guidance has informed this action plan?**

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

The Education Endowment Foundation (EEF) has published a [Covid-19 support guide for schools | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme/covid-19-support-guide-for-schools/) with evidence-based approaches to catch up for all students. We have used this document to help us direct our additional funding in the most effective way.

To support schools to implement our catch-up plans effectively, EEF has published [School Planning Guide 2021 | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/covid-19-resources/guide-to-supporting-schools-planning/). We have drawn on this further guidance when considering how catch-up should be implemented and what will be effective practice.

**Funding Allocation for 2021-2022**

Catch up premium funding will be clearly identifiable within the budget

The Headteacher in consultation with the governors and staff, will decide how the catch-up premium is spent for the benefit of entitled students.

The college will be accountable for how it has used the additional funding to support the achievement of those students covered by the catch-up premium

The Headteacher will report to the governing body on the effectiveness of the plan

Unity College will publish information on the college website about how we have used the catch-up premium

Unity College will monitor evaluate and review the success of the impact of the catch-up premium

**Allocation of funding**

Funding has been allocated into three areas:

1. Teaching and whole school

2. Targeted academic support

3. Wider support

**Catch up premium £99720 ( received 2020- 2021). Unity College is also anticipating £67000 for School led tutoring funding.**

**This plan will be regularly updated and where necessary amended dependent on need. The intended actions exceed the funding; however, the college will ensure that all necessary actions will take place to support students.**

**Teaching and Whole-School**

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| **Strategy** | **Intended actions to bring about improvement.** |
| 1. High quality teaching for all. Continued professional development to improve the quality of teaching for all. | A programme of training and development is provided for all staff. This serves to improve practice and ensure staff pedagogy and knowledge is developed and strengthened to meet the needs of all students. |
| 1. Ensure an effective CPD programme for all NQTs to support quality first teaching. | Whole college subscription to National College CDP programme.  All NQTs have been allocated experienced, departmental mentors.  Early career framework is being embedded for ITT and NQTs.  A full training programme is in place for NQTs. |
| 1. Develop a remote learning plan that will ensure all students have access to high quality learning if there are Tier 1-4 closures. | Ensure that there is a robust plan for the provision of a high-quality remote education curriculum to follow the college curriculum as closely as possible in the event of Tier 1-4 closures / partial closures  Provide high-quality training for all staff on the delivery of live lessons via Teams in line with government guidance and safeguarding requirements.  Provide parents and students with training to support remote learning (creation of a library of video guides).  Create a system to monitor student engagement and make relevant support interventions as and when necessary.  Review and consolidate the current remote learning plan in order to ensure a seamless transition to any future Tier 1-4 closures. |
| 1. Design a curriculum that considers the lost learning due to college closures. | Subject leaders will review, revise and, where necessary, re-write long term plans to ensure any missed core knowledge has been delivered within the remaining curriculum time for each cohort. |
| 1. Embed effective diagnostic assessment and feedback to ensure gaps in knowledge are identified and addressed. | Ongoing formative assessment will be completed through low stakes testing, class work, homework and in class questioning. This will be combined with more formal summative assessments in line with the whole college assessment calendar.  Effective diagnostic assessment and feedback is embedded within the college’s Marking & Feedback policy; it is expected to be specific, meaningful, and motivating.  There is a clear expectation that teachers will identify gaps in knowledge and skills in relation to learning goals or outcomes to bring about improvement in students’ learning.  A programme of training, development and quality assurance will seek to bring about higher standards in the frequency, quality, and impact of feedback. |
| 1. Transition to support students moving from KS2 to KS3 and KS4 to KS5. | Virtual / face to face events and support to ensure students meet key members of staff.  Intensive structure placed around transition and future monitoring of SEND students, through increased staffing and intervention strategies.  Careers interview for all Y11 students to offer advice and guidance. |
| 1. Literacy / oracy across the curriculum | The whole-college literacy strategy is coordinated by a dedicated Director of Literacy and will be revised based on EEF guidance published in July 2019 to drive improvements in literacy across the curriculum.  The strategy will aim to prioritise disciplinary literacy, provide targeted vocabulary instruction, develop reading comprehension of complex texts, break down complex writing tasks, combine writing instruction with reading in every subject, provide opportunities for structured talk and ensure high quality literacy interventions for struggling students.  There will also be a greater emphasis on engaging students in reading for pleasure by careful selection of texts and the strengthening of the private reading strategy in English lessons.  The whole-college oracy strategy is coordinated by a dedicated Director of Oracy to drive improvements in oracy across the college. |

**Targeted Academic Support**

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| **Strategy** | **Intended actions to bring about improvement.** |
| 1. To reduce the identified gaps in learning for numeracy and literacy through a range of targeted intervention strategies. | Focused literacy and numeracy interventions to support gaps in learning across all year groups.  These will take place during the 20-minute PD sessions. The IDL programme for phonics and reading interventions to support students identified using effective data that they have a reading age more than a year below their chronological age.  Lexia programme used to address gaps in reading age and chronological age in years 7,8 & 9.  Numeracy and Literacy Catch-Up sessions are run during and after-college at key times throughout the year for students who entered in Year 7 below the ‘secondary ready’ threshold.  Devise and implement a School-Led Tutoring Programme for underachieving, disadvantaged students. |
| 1. To minimise lost content by extending the college day. | At least 1-hour's additional revision session for all year 11 students each day apart from Wednesdays. |
| 1. To enhance TA expertise in core subjects to support the delivery of high-quality interventions which complement the work of the teacher. | TAs to receive training and deliver evidence-based intervention programs such as Catch-Up Literacy and Catch-Up Numeracy. |
| 1. To ensure one to one or small group targeted academic intervention to all EHCP students and high need SEND students. | Specialist teachers from outside agencies and in- house experienced TAs who deliver high quality structured intervention programmes such as ELSA, REACH, etc. |

**Wider support**

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| **Strategy** | **Intended actions to bring about improvement.** |
| 1. Targeted support through student support team when college is open to all students. To ensure that our families have increased pastoral support to manage potential issues that have developed during lockdown. | Caseload of students as identified by the pastoral Student Support Team receive a range of regular and interventionist support including counselling sessions with our in-house counsellor. |
| 1. Remote learning mentors for additional support to identified students and families. | Student support team to support families of students with significant additional needs during lockdown.  Safeguarding and remote learning support, monitoring and evaluation. |
| 1. To provide students with additional home learning educational resources. | Supporting the purchase of revision guides for Y10/Y11.  Supporting the funding of textbooks for Y10/Y11.  Half Termly Overviews for all subjects and all year groups with additional online resources to support student learning.  Work packs linked to Half Termly Overviews created to provide additional support, where needed.  Software – GCSE Pod, SENECA, Kerboodle and Hegarty Maths to ensure independent GCSE support for all subjects. |
| 1. Understanding how the technology is used. | CPD for staff, students, and parents on how to access remote learning, how to use it effectively and how to generate feedback using low stakes testing. |
| 1. Brilliant Club - The Scholars Programme | Selected students experience university-style learning through seven tutorials and two trips to highly selected universities. Students are supported through a PhD tutor, teaching a supra-curricular topic based on their current research. |
| 1. Student development and personal enrichment. | Opportunities for students to participate in a wide variety of enrichment activities either remotely or face to face such as Duke of Edinburgh Award, Most Able Enrichment Calendar and subject specific enrichment activities. |