

Catch-up Premium Plan

Academy	Coleridge Community College	Allocated funding (Catch-Up)	£42560 – whole school allocation KS3 = £27742 KS4 = £14818
Number on roll (total)	535 (187 - KS4)	Allocated funding (National Tutoring Programme)	£
% Pupil Premium eligible pupils	Y7 42 of 121 = 35% Y8 52 of 122 = 43% Y9 48 of 108 = 44% KS3 total = 142 of 351 = 40% Y10 35 of 91 = 39% Y11 28 of 97 = 29% KS4 total = 34% - KS4	Number in sixth form	0
Issues identified from September 2020 as barriers to learning (e.g. curriculum gaps / literacy / attendance / wellbeing)			
<ul style="list-style-type: none"> • Ongoing impact on attendance of Covid testing, delays in receiving results etc on attendance. 			
<ul style="list-style-type: none"> • Identified gaps in student knowledge and understanding after the period of remote learning due to variations in level of engagement. 			
<ul style="list-style-type: none"> • The gaps referred to above are more pronounced in disadvantaged students. 			
<ul style="list-style-type: none"> • **PP against non-PP student attendance to be inserted here once data becomes statistically valid** 			
<ul style="list-style-type: none"> • Preliminary Year 7 Reading data on 95 students so far - 38% of boys are below a reading age of 11 and 40% of girls are below the reading age of 11. There is a significant number 15+ below a reading age of 7. 			
<ul style="list-style-type: none"> • Clear gaps in students' knowledge and understanding as a result of the lock down 			

- Students' anxiety and concerns towards managing their return to school following lockdown and as they face the reality of the pace required in lessons.
- Attendance of students is currently low: Y7 = 93.3%, Y8 = 91.3%, Y9 = 88.9%, Y10 = 90.7%, Y11 = 86.5%
- Some disadvantaged learners are finding it difficult to maintain high levels of focus in lessons, particularly in relation to the increased expectations of behaviour and work ethic. 36 FSM students have been sent to the reflection room compared to 45 Non-FSM students.
- Students' passivity of some students in lessons

Teaching and Whole School Strategies

Year Group	Actions	Intended impact	Cost
Year 7	Provide effective transition support including: <ol style="list-style-type: none"> 1. Online transition events 2. An online tour of the school 3. Online presentations 4. An online virtual tour of the school 5. Working with partner primary schools to share academic, pastoral and SEND information. 6. Regular tutor contact home 	Students joining in Year 7 will have a smooth transition into the school, receiving the academic and pastoral support they need.	£0
Y7	Additional 'Fresh Start' literacy programme	To rapidly increase basic literacy skills of identified students in Y7.	Two classes needed approx. £1000
KS3&4	Remote Learning Provision	For those students that are unable to attend school, all are directed to QA-ed resources provided by the Oak National Academy. https://www.thenational.academy/	NA

		Additional ChromeBooks to be purchased to support students with this.	
KS3&4	Whole school reading programme (Tutor Time Reading Programme - TTRP)	All students gain access to specifically targeted and challenging texts with tutors making specific reference to and clarifying tier 1 and 2 vocabulary.	£1500 (2020-2021)
KS3&4	Continued focus on and further embedding of the Coleridge Teaching Approach including strategies from Rosenshine and TLAC.	The continued and further use of evidence based teaching strategies to maximise students potential in learning and retaining key subject knowledge.	£780.02
KS3&4	Sharing of best practice through trust-wide webinars which include a focus on curriculum, T&L, behaviour and pupil premium	Use of Deliberate Practice sessions both within the school and across UL and beyond gives all staff access to the best practice that exists that can then be applied in the classroom.	NA
KS3	Monitor and evaluation of catch up strategies employed.	All staff and leaders to constantly assess and review the strategies used to maximise outcomes whilst minimising time and financial costs to limit impact on staff workloads.	NA
KS3	Use of overstaffing in some areas	For staff under capacity, placement in Y7 classes to assist classroom teachers in providing additional support to those with the greatest gap as a result of remote learning.	NA - timetabling impact
KS3&4	Use of the United Learning Pupil Facing common curriculum	Students who are unable to be in school can still access the entire school curriculum through the UL hub and Oak national Academy. Every lesson is available with appropriate resources and support. The impact of this will be students keeping up and not just catching up with subject knowledge.	£0
KS3&4	Weekly Friday showcase - bespoke teacher led collaborative CPD aimed at addressing current areas of classroom based development from highlighted through the QA process	Weekly collaboration will serve to build confidence and consistency of practice across all key stages	£0

KS4	Leaders to track and monitor catch up strategies closely looking at low effort – high impact successes and continually refining practice to ensure learning gaps are closed in the most effective and timely manner.	Quality first teaching remains the single most effective strategy for closing learning gaps. A focus on curriculum sequencing and RAG rating each curriculum subject area will help leaders target specific subject domain knowledge students are not yet secure in. A cycle of plan – do – review will also support leaders’ understanding of effective catch up in the classroom.	£0
All	All staff to have the highest expectations and demonstrate a positive mindset in approach to closing gaps in knowledge and understanding. Whole staff training and discussion to facilitate this.	This ‘can do’ attitude will then be transferred to students rather than seeing this as an insurmountable barrier to their progress.	£0
Y11	All departments have detailed short and long term plans to ensure syllabus coverage. This can be facilitated through timetabled Department meeting times to focus on joint planning and sharing of best practice rather than administrative matters.	This will ensure that all areas are covered and that this is done in a timely fashion ahead of mock and final examinations.	£0
All	Use of low stakes retrieval quizzes in all lessons.	This will serve to identify gaps in knowledge and understanding which may in some cases raise the need to reteach certain elements.	£0
All	Move to whole class feedback.	This will serve to identify gross errors and areas that may need to be revisited / retaught.	£0
All	Strategic timetabling of staff to ensure the right staff are in front of the right students.	Students receive high-quality, knowledge rich teaching at KS3, including the periodic review of Y11 subject specialist tutors	£0
Total Cost Allocated cost from catch up Grant			£2280

Targeted Strategies

Year Group	Actions	Intended impact	Cost
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Y7, Y8 and Y9	NGRT & WRAT reading tests	Identifies students current reading age, identifies areas of shortfall and provides support in how best to address this. Repeated testing at the end of the year will record progress and identify shortfall. (* see next row)	£2280 approx.
Y7	Additional Literacy focus staffing	As a result of the identified shortfall in Y7 literacy levels, additional staffing will be bought in to work in small focus group sessions to address this issue.	TBC
KS3	Rank Order Assessment	Use of common UL assessments and assessment points to identify success and progress and those requiring additional support. Use of UL QLA assessment sheets in core GCSE subjects	£0
KS3&4	Targeted homework strategy	Daily homework tasks incorporate KM's (LSCWC), self quizzing as well as activities that practise the application of retained information.	NA
KS3&4	Hegarty Maths	Continued use and further embedding of Hegarty Maths usage as well as close monitoring of completion rates and student progress made by Maths department.	TBC
KS3&4	How to revise / recall is taught and modelled by staff	Effective use of KM's, LSCWC process, the use of flashcards and low stakes lesson starter quizzes as a key pillar of the CTA mean these skills and processes will continue to be embedded in all students.	NA
KS3&4	SENECA Premium & SLT analytics	Students have access to bespoke learning and revision materials that identify learning gaps including wrong answer analysis and provide means by which these can be covered and caught up.	£1203.75 (2.25 per student)
Y7, Y8, Y10 & Y11	Implementation of Bedrock Learning	Boosts students literacy levels and engagement with reading as well as confidence in using academic vocabulary. Use of funding to support Y9 also?	KS3 =£3042.34 KS4 = £3426.72
KS4	1-1 / tuition program	Targeted support and catch up for specific students identified as having significant gaps in learning due to	£7500 (based on 30 Y11)

		extended school closure. This will focus on a 10 week English or maths program delivered through MyTutor.	students on a 10 week program (approx £22-25))
Y11	After school intervention programme	Teaching staff at the school will provide targeted before school and after school intervention to bridge curricular gaps and address misconceptions. Focus will be on small groups and disproportionately focussed on disadvantaged students.	£0
Y11	Holiday catch up	Use of external tutoring company for targeted revision e.g. PET-Xi	£1500
Y11	Tutor time intervention	Tutor groups in Year 11 will be reset following mock examinations and led by specialist EBacc teachers. A formative assessment cycle will support the catch up planned in these groups.	£0
KS4	United Learning KS3/4? self-quizzing platform (retrieval practice)	Staff and students gain access to the self-quizzing platform which maps retrieval questions to the UL common curriculum – students gain practice and fluency in areas of the each subject curriculum not yet secure and identified through regular in-class formative assessment.	£0
All	Purchase of whole year group KS3 and KS4 revision books	These will be given to students as a means of securing a further development of their knowledge and understanding.	£TPE to research
Total Cost			£17749.06
Allocated cost from catch up Grant			

Wider Strategies			
Year Group	Actions	Intended impact	Cost
Y11	Mentoring programme	SLT lead mentoring programme for academic and pastoral support for vulnerable Y11 students	£0
Y11	External mock marking process for English	Use of external marking examiner to allow all English papers to be tested during the November and March mock series.	TBC
KS3&4	Attendance Support - rewritten policy and additional staff provision	Additional provision allows for swift response to student absence as well as identifying and preventing issues before they become embedded behaviours. KS3 and KS4 attendance are currently 94.8% and 88.6% respectively, but this is of limited statistical value as the term has just started. Additional support for removing transport into school barriers by providing taxis to and from school and option subjects in other CAP schools.	£500
KS3&4	Revised Behavioural policy - additional staff provision	The removal of in class disruptions means that all staff can focus on their teaching, maximising the use of the time available 'making every minute count'.	TBC
KS3&4	Website redesign	Simplification of structure and layout makes the material more accessible to all families and the whole site is more intuitive in its use.	TBC
KS3&4	Pastoral support	Tutor, HOY, SWAP coordinator, Attendance coordinator and associated roles all intended to further develop the relationships with the students and their families. The greater level of 'buy in' from families will maximise student progress.	

KS3&4	Mental Health support mechanisms	Pastoral monitoring of issues, anxieties and concerns. CUFC programme delivered through Humanities classes. Regular communication with families to further develop relationships and alleviate concerns.	EHI/NAM costs?
KS3&4	Purchasing of academic TTRP material and Coleridge 50 book challenge	Students are exposed to a greater number of subject based keywords, with tutors placing emphasis on pronunciation & meaning to contextualise within text.	£?
Y11	Breakfast Club – targeted English and Maths intervention	Members of teaching staff in English and Maths are leading on teaching small booster classes 3 times a week (20 minute ‘little and often’ boosters) looking at maths fluency and literacy. Students targeted through in-class formative assessment from class teachers and parents informed of the booster opportunity. Reviewed every half term for impact.	£1500
Y7 and 8	Use of chromebooks to facilitate additional independent learning resources.	Students and families directed to resources such as https://www.thenational.academy/ for materials that can serve to further develop their levels of knowledge and understanding.	£0
?	Purchasing of sports equipment for use before, during and after school to encourage participation	Newly purchased sports equipment has provided greater encouragement for year groups to ‘get active’ during lunch and increase (Covid safe) lunchtime sports and recreational participation. Duty staff hold the accountability for handing out and collecting back in equipment. More interest in lunchtime activities has been created as a direct result of this new equipment.	£1,500
Total Cost Allocated cost from catch up Grant			£3500

Summary Catch-up Grant allocation	
Strategy	Cost
Teaching and whole school	£2280
Targeted	£17749.06
Wider	£3500
Total	£23529.06
Allocation	



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