

## Parkside Community College Catch-up Premium Plan

<b>Academy</b>	Parkside Community College	<b>Allocated funding (Catch-Up)</b>	Covid Grant £49,840 2020-21 Budget Catch-up Grant £9,500 Balance £40,340
<b>Number on roll (total)</b>	683	<b>Allocated funding (National Tutoring Programme)</b>	TBC
<b>% Pupil Premium eligible pupils</b>	11.4%	<b>Number in sixth form</b>	88
<b>Issues identified from September 2020 as barriers to learning (e.g. curriculum gaps / literacy / attendance / wellbeing)</b>			
<ul style="list-style-type: none"> <li>• Reducing curriculum gaps between Pupil Premium and non-pupil premium and SEN and non-SEN students. In particular:             <ol style="list-style-type: none"> <li>1. Gaps in core knowledge which would have been taught and learnt during the period of closure</li> <li>2. Gaps resulting from disparities in the rates of completion of extended written tasks or more open ended creative tasks</li> </ol> <p>Engagement in online learning was weaker for disadvantaged students in all year groups, despite some improvements over the course of the lockdown period.</p> </li> <li>• Addressing any regression in literacy and students' reading ages which has occurred during school closure, increasing numbers of students in line with or above their chronological age.</li> </ul>			

<b>Teaching and Whole School Strategies</b>			
<b>Year Group</b>	<b>Actions</b>	<b>Intended impact</b>	<b>Cost</b>
7-11	<p>Develop strategies which can be used effectively by teachers and TAs to check for and address gaps or inaccuracies in students' knowledge, understanding and application whilst Covid 19 measures are in place:</p> <ol style="list-style-type: none"> <li>1. Provide training on teaching strategies appropriate for assessing understanding without circulating the classroom.</li> <li>2. Provide class sets of teaching resources such as mini-whiteboards to enable teachers to check for understanding from a distance.</li> <li>3. Implement new monitoring and coaching procedures.</li> </ol>	Teachers will be able to assess for and act on gaps in knowledge, misconceptions or barriers to students being able to apply what they know.	£1,800
7-11	<p>Implement effective assessment practices incorporating the principles of Data Driven Instruction.</p> <ol style="list-style-type: none"> <li>1. Introduce Common Interim Assessments across all subjects.</li> <li>2. Provide training for teachers on how to make use of Whole Class Feedback to identify particular areas where students have forgotten or misunderstood key concepts.</li> <li>3. Monitor the implementation of these practices.</li> </ol>	Teachers will utilise the very latest techniques to identify the highest leverage gaps for a class and then reteach prior to embarking on independent practice. Teachers will be able to ensure that new material being covered builds on secure foundations.	Current spending
6-7	<p>Provide effective transition support including:</p> <ol style="list-style-type: none"> <li>1. Online transition events</li> <li>2. An online tour of the school</li> <li>3. Online presentations</li> <li>4. An online virtual tour of the school</li> <li>5. Working with partner primary schools to share academic, pastoral and SEND information.</li> <li>6. Baseline assessment using NGRT and MidYIS</li> </ol>	Students joining Parkside in Year 7 will have a smooth transition into the school, receiving the academic and pastoral support they need.	£1,500

7-10	<p>Addressing any regression in literacy and students' reading ages which has occurred during school closure, increasing numbers of students in line with or above their chronological age.</p> <ol style="list-style-type: none"> <li>1. Implement a Whole School Reading Programme with daily sessions timetabled during which students will read high quality texts covering a range of genres, time periods and social issues.</li> </ol>	<p>Any regression in students reading ages which occurred during school closures will be addressed and there will be a reduction in the numbers of students whose reading age is below their chronological age.</p>	<p>£2,900 (remainder of cost from Pupil Premium budget)</p>
10-11	<p>Further close curriculum gaps for students by heightening expectations for Home Study:</p> <ol style="list-style-type: none"> <li>1. Implement the Seneca Learning platform as a part of Home Study.</li> <li>2. Provide revision guides for PP and SEND Key Stage 4 students</li> <li>3. Provide training for all Year 11 students in effective study habits and non-cognitive skills through GCSE mindset.</li> <li>4. Introduce after school, Period 7 or Period 8, intervention sessions for Year 11.</li> </ol>	<p>Students will have a rigorous programme of home study which will focus on increasing fluency in areas of the curriculum which may have been impacted by forgetting knowledge during the period of closure and on catching them up on the aspects of the curriculum they may have missed as a result of school closure.</p>	<p>£1,710 (Seneca)  £3,000 (P7 tutoring)</p>
<b>Total Cost Allocated cost from catch up Grant</b>			<p>£10,910</p>

<b>Targeted Strategies</b>			
<b>Year Group</b>	<b>Actions</b>	<b>Intended impact</b>	<b>Cost</b>
7-11	<p>Quickly ascertain gaps in learning and any regression using and triangulating:</p> <ul style="list-style-type: none"> <li>- NGRT</li> <li>- Midyis</li> <li>- Spelling tests</li> <li>- Subject analysis of engagement in online learning Summer 2020</li> <li>- RAG rating of online learning engagement by student, by subject (end September 2020) – points to likely areas of underachievement</li> </ul> <p>Heads of Year to explore each tutor group and any students rated Amber and Green with the tutor using the ‘Circle of Success’ audit tool.</p> <p>Gather data from each department on every teaching group using low-stakes assessment/quizzing (Seneca) to highlight students who would benefit from tutoring.</p> <p>Introduce Teacher Learning Grid to create a lesson by lesson timetable of effective/ineffective learning (‘Mosaic’). Target classes of concern for further HoD discussion through line management and Progress Review Meetings – referrals to tutoring and daily visibility walks to these classes.</p>	This will help to support Nova students on their return to school and beyond, addressing anxieties and SEMH issues, improving attendance and reducing exclusions.	£1,000 (additional non-contact time for Raising Achievement senior leader)
Focus on Years 8 – 10 (though not	Employ a part-time mentor for literacy development to work intensively with students who have fallen behind in a range of subjects but particularly English and Humanities subjects.	These programmes will close the gaps in decoding, comprehension and maths between those students	£13,500 (3 days, fixed term)

<p>exclusive to these years)</p>	<p><b>* We have focused on consistent and expert literacy instruction (additional staffing) through this funding because we are unlikely to attract significant funds from the national tutoring scheme, due to our demographic make-up.</b></p> <p>Train staff in Direct Instruction reading programmes for students identified through NGRT testing as having a reading age below their chronological age for whom the programme is appropriately designed (identified through placement testing). This will require:</p> <ol style="list-style-type: none"> <li>1. Direct Instruction Programme Resources</li> <li>2. Training from the Southern DI Hub</li> </ol>	<p>below Age Related Expectations and their chronological age.</p>	<p>£2550 (resources)</p> <p>Deputy SENCO time (in budget)</p>
<p>7-8</p>	<p>Direct Deputy SENCO time to additional numeracy support through decoding text/instructions.</p> <p>Train staff in Direct Instruction reading programmes for students identified through MidYIS and placement testing as having issues with foundational mathematical knowledge for whom the programme is appropriately designed (identified through placement testing). This will require:</p> <ol style="list-style-type: none"> <li>1. Direct Instruction Programme Resources</li> <li>2. Training from the Southern DI Hub</li> </ol>		<p>£2550 (resources)</p>
<p>10-11</p>	<p>Provide focused exam preparation in English from senior leader where initial assessments show 2 grades or more from target grade. Autumn term only (colleague going to maternity leave)</p>		<p>£2100</p>
<p>11</p>	<p>Provide masterclass video tutorials for exam groups, at holidays, weekends and evenings, using Google Meet.</p>	<p>Teachers will be able to provide bespoke support for students who have Year 10 content gaps remaining in their knowledge from the period of school closure.</p>	<p>£2,750 (equipment for staff use at home or</p>

			school, i.e. visualisers)  £4,500 (staff payments for holiday learning)
7	Boost programme in English and Maths – small group teaching in Year 7 with a track record of success. Students blended back into other classes over the course of the year.	Increased functional skills and confidence. Improved reading ages.	Funded through Y7 Catch-Up Premium (see Pupil Premium Plan)
<b>Total Cost</b> <b>Allocated cost from catch up Grant</b>			£28,950

<b>Wider Strategies</b>			
<b>Year Group</b>	<b>Actions</b>	<b>Intended impact</b>	<b>Cost</b>
7-11	Hegarty maths subscription (homework catch-up)	Close and systematic tracking of Hegarty maths student completion rates. Focus on number of questions answered correctly and time spent completing the tasks / videos. Monthly report produced tracking individual student success at class and school level.	£0

KS4	Attendance Support (redistribution of support staff)	Member of staff redeployed to focus upon KS4 and to be a presence at Mud Lane	£0
7-13	Redesigned website to make parent access more effective with new leadership in place to oversee	More user-friendly school website with clear links to all key documentation around reopening, homework, catch up, forthcoming events and celebrating success. Growing sense of community confidence which is being seen through high levels of student attendance and positive feedback from parents.	£0
<b>Total Cost</b>			£0
<b>Allocated cost from catch up Grant</b>			

<b>Summary Catch-up Grant allocation</b>	
<b>Strategy</b>	<b>Cost</b>
Teaching and whole school	<b>£10,910</b>
Targeted	<b>£28,950</b>
Wider	<b>£0</b>
<b>Total</b>	<b>£39,860</b>
<b>Allocation</b>	<b>£40,340</b>
<b>To be allocated/contingency for cost variances</b>	<b>£480</b>