

COVID-19 catch-up premium report

What is Catch-up funding for?

In June 2020 the government announced the allocation of additional funding to support all children and young people to catch up on missed learning as a result of COVID-19. This additional funding is especially important for the most vulnerable students and students from disadvantaged backgrounds who have statistically been shown to be the most affected by the impact of school closure caused by the coronavirus pandemic.

The allocation of this additional funding is calculated on a per student basis, with mainstream schools receiving on average £80 per student from Year 7 – 11.

Schools will decide on the best ways to use this funding in order to support their students in educational recovery in line with curriculum expectations as outlined by the DFE, their own curriculum intent and the specific needs of their particular cohorts. A significant amount of research has been undertaken in light of the educational impact that COVID-19 has had, with the Education Endowment Foundation publishing guidance on effective interventions and strategies that can be used to support students further. This guidance has proved an invaluable resource to schools and their implementation of Catch-up strategies over the past academic year. Further details of this guidance can be found here:

<https://educationendowmentfoundation.org.uk/covid-19-resources/covid-19-support-guide-for-schools/>

Strategy Statement

At Bishop Stopford's School, it is our continued intent to ensure that every student has access to an outstanding and aspirational education, that no child falls behind and that no student is negatively impacted by the events of the past year. Through our use of the allocated COVID-19 catch-up premium and the implementation of strategy in light of the impact of school closure for our students, it is our ongoing aim to ensure that we:

- Facilitate the acquisition of a broad and diverse range of knowledge for all students
- Be ambitious, inclusive and engaging for all learners
- Provide clear routes of progression throughout KS3 – KS5 and beyond
- Minimise the impact of disadvantage and inequality
- Prepare our students and equip them for future success and life in the wider world
- Instil a greater understanding of the world in which we live
- Instil core values of respect, consideration, responsibility, loyalty and success

Our overall vision and intent as a school have not changed. However, in order to support our students fully in light of the disruptions that they have experienced as a result of the coronavirus pandemic, our focus on implementing additional research based strategy is paramount.

'Ensuring (students) have the right support, sustained over the rest of this academic year and into next, involving partners across the sector and underpinned by evidence, will give our children and young people the best chance of success for the future' Professor Becky Francis, Chief Executive of the Education Endowment Foundation

In order to maximize the impact of our Catch-up strategy, we have adopted a three tiered approach, as recommended by the Education Endowment Foundation. Further information regarding this recommended guidance can be found here: [https://educationendowmentfoundation.org.uk/public/files/Publications/Covid_19_Resources/The EEF guide to supporting school planning - A tiered approach to 2021.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Covid_19_Resources/The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2021.pdf)

Our adopted three tiered approach focuses on each of the following areas:

Teaching

- High-quality teaching for all
- Effective diagnostic assessment
- Supporting remote learning
- Focusing on professional development

Targeted Academic Support

- High quality one to one small group support
- Teaching assistants and targeted support
- Planning for pupils with Special Educational Needs and Disabilities (SEND)
- Enhanced literacy and numeracy programmes

Wider Strategies

- Supporting student's social, emotional and behavioural needs
- Communicating with and supporting parents
- Enhancing learner skills, confidence and motivation
- Successful implementation in challenging times

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	675	Amount of catch-up premium received per pupil:	£80 (Year 7-11)
Total catch-up premium budget:	£54,000		

Barriers to learning

BARRIERS TO LEARNING – KEY AREAS OF FOCUS TO ENHANCE LEARNING AND PROGRESS	
A	Gaps in knowledge and skill as a result of missed learning
B	Literacy and numeracy levels further exacerbated by missed learning
C	Transition, adapting to change and loss of learning behaviours
D	Student motivation, confidence and engagement
E	Wellbeing concerns around anxiety as a result of lockdown periods and the impact of the pandemic
F	The impact of disadvantage on achievement gaps
G	Teacher support, training and professional development
H	Parental support, involvement and communication

Planned strategy and expenditure for current academic year

The sections below outline whole school development strategies that will be implemented to enhance progress and minimize the impact of COVID-19 for our students. The full budgeted costing of these strategies is included for information purposes and to show the wider strategies that are being implemented to support our students in light of school closure. A proportion of the total budgeted cost for these strategies will be covered by the Catch up Premium and is documented in each section.

Teaching					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
<p>Ensure that teaching staff are fully supported to deliver the curriculum remotely and in line with the school's remote learning policy, in the event of isolation, partial or whole school closure resulting from COVID-19</p> <p><i>In-house CPD £7,300</i></p> <p><i>The National College £2,988</i></p>	<ul style="list-style-type: none"> Students continue to have access to a full learning schedule and a broad and balanced curriculum that enables them to progress in their learning, understanding and skill All students have access to high quality provision through online platforms Students engage with online learning whilst working remotely Teaching staff are upskilled and confident in their delivery of online lessons 	<p>Providing students with continuity during periods of lockdown is paramount in minimizing the impact of school closure on learning and progress.</p> <p>Ensuring that all teaching staff and TAs are upskilled in the delivery of remote learning will ensure that the provision of high quality, authentic education can continue. This will reduce further gaps in learning and ensure that students continue to be provided with an engaging and ambitious learning experience.</p>	<p>Ensure that all staff are fully trained with regard to the delivery of live streamed and remote, online education.</p> <p>Ensure that all staff and students have access to the necessary devices to provide and access remote learning.</p> <p>Communicate the remote learning policy to all stakeholders to ensure that there is clarity in all that we do and that there is full awareness of the provision that will be available throughout any period of individual student, whole class/year group or school isolation/closure.</p>	EM	Ongoing – during and after each relevant period of individual student, whole class/year group or school isolation period/closure

Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
<p>Implement a recovery curriculum in the early stages of students return to face to face teaching</p> <p><i>In-house CPD as above</i></p>	<ul style="list-style-type: none"> Learning gaps are identified and a targeted three-week recovery programme is devised and delivered by every department Student learning is enhanced and assessment shows the bridging of key knowledge and skills gaps at the end of the three-week period 	<p>The impact of remote learning on learning will be addressed in a time efficient and purposeful manner. Rather than attempting to re-teach the entire curriculum, teachers will focus on subject knowledge, concepts and skills that need embedding before students can move on. This will help to bridge the gap between what has or hasn't been learnt during the remote learning period and will ensure that the transition to further learning is consistent for all students.</p>	<p>Structured devising of departmental recovery curriculum plans with clear rationale to support transition from remote to in school learning.</p> <p>Formative assessments to take place at the end of the recovery curriculum period to ensure that learning has taken place and that students have 'bridged the gap' in readiness for future learning.</p> <p>Staff and student voice questionnaires will be used to further gauge the impact of the recovery curriculum.</p> <p>Pastoral recovery programme to be implemented to support with transition and work being undertaken in curriculum subjects</p>	<p>CR</p> <p>GL/JD</p>	<p>October 2020</p>

Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
<p>Embed the Diagnosis, Therapy, Testing (DTT) model within school, across all departments and key stages</p> <p><i>In-house CPD as above</i></p> <p><i>The National College as above</i></p> <p><i>Appointment of AHTs £17875</i></p>	<ul style="list-style-type: none"> Formative assessment is embedded, robust and frequent and provides detailed insight into gaps in student knowledge and skill Data from formative assessment is used routinely to inform teaching Further and ongoing assessment shows progress in student learning 	<p>There has been widespread reporting on the learning gaps that students will have experienced during the COVID-19 lockdown periods. Whilst it is fair to say that learning experiences have been very different for our students this year, in order to ensure that they are offered the most impactful teaching and learning programme in the coming months/years, the identification of the exact gaps in their knowledge and skills is paramount.</p> <p>To fully understand the impact of COVID-19 on learning, diagnostic assessment is key. In the words of Alex Quigley, the EEF's national content manager, as a result of school closure <i>'There will be learning losses and there will be learning gains. Crucially, teachers and schools will have to seek out the actual impact of interruptions caused by the pandemic on individual pupils in their care....diagnostic assessments, will offer a more accurate and complete picture of any necessary 'catch up' or otherwise'</i></p> <p>The information that these assessments provide will ensure that teaching is targeted to the exact needs of each cohort, class and individual student and that time is dedicated to the areas of most need for our students.</p>	<p>Appointment of two interim Assistant Headteachers with separate responsibility for Key Stage 3 and Key Stage 4.</p> <p>Staff training on the DTT model</p> <p>Implementation of the DTT model in all Raising Attainment and Progress meetings with Heads of Department</p> <p>Implement assessment audits to ensure that they are robust</p> <p>Enhance teacher skill in understanding, interpreting and using data to inform teaching</p>	<p>TH/AT</p>	<p>At each data drop as per the school calendar</p> <p>During scheduled curriculum quality assurance reviews as per the school calendar</p>

Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
<p>Deliver a high quality CPD focused on targeted upskilling of students with a particular focus on literacy, comprehension, metacognitive and self-regulated learning skills</p> <p><i>In-house CPD as above</i></p> <p><i>The National College as above</i></p>	<ul style="list-style-type: none"> Quality assurance measures including formative and summative data, lesson observations, learning walks, work scrutiny, student and staff voice questionnaires show that teaching enhances student literacy, comprehension, cognitive and metacognitive skills Improved student outcomes and a reduction in achievement gaps 	<p>Literacy is key to learning across all subjects in Secondary school and is a strong predictor of outcomes in later life.</p> <p>Evidence suggests that the use of 'metacognitive strategies' – which get students to think about their own learning – can be worth the equivalent of an additional 7+ months' progress when used well (EEF)</p> <p>Self-regulation is key and challenge is crucial to allow students to develop and progress their knowledge of tasks, strategies and of themselves as learners (EEF)</p>	<p>CPD schedule in place to ensure the focused professional development of staff in enhancing student literacy, metacognition and self-regulated learning skills</p> <p>Quality assurance schedule in place to ensure that further support and training is implemented in response to gaps in teacher skill set</p>	EM/TH/CR	<p>Summer term 2021</p> <p>October 2021</p> <p>Ongoing</p>

Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
<p>Enhance the focus on the quality and consistency of feedback to further enhance progress and skill set of learners</p> <p><i>In-house CPD as above</i></p> <p><i>The National College as above</i></p>	<ul style="list-style-type: none"> Students are able to articulate what they can do well and what they need to do in order to improve their knowledge, skill and application There is consistency in terms of the quality of feedback within and across departments and key stages Feedback is used consistently to embed and develop learning 	<p>Effective feedback has a notable impact on student progress (an average of 8 additional months – EEF) as it provides students with a guide on how to adapt and develop their learning strategies, knowledge and skills further.</p> <p>Constructive feedback can support with motivation and engagement and helps students to become more independent and self-reflective learners. This in turn supports with the development of self-regulated learning skills.</p> <p>Feedback is also key within the DTT model, as it supports teachers in the identification of gaps and enables them to better adapt and adjust teaching to accommodate students' learning needs.</p> <p><i>'Providing high-quality feedback to pupils is integral to effective teaching. Equally, gathering feedback on how well pupils have learned a topic is important in enabling teachers to address any misunderstanding and provide the right level of challenge in future lessons' EEF</i></p> <p>Feedback can be via peers, enabling collaborative and supportive learning to take place within the classroom.</p>	<p>Review and embed the school's marking and feedback policy.</p> <p>Embed focus on feedback into the CPD schedule to ensure that it plays a central role in the development of metacognition and self-regulation and that there is clarity and consistency across the school.</p> <p>Ensure that students are included fully in the assessment and feedback process/cycle to ensure that they have time to reflect and act upon the guidance given.</p> <p>Use of technology to support with marking and feedback, to enhance efficiency and speed with which feedback can be given and responded to.</p>	<p>CR/TH</p>	<p>As per the quality assurance reviews in the school calendar – at least once every half term both departmentally and whole school</p>
				<p>Total budgeted cost:</p>	<p>£28,163</p>
				<p>Proportion of Catch-Up Premium contributing to cost:</p>	<p>£13,926</p>

Targeted Academic support					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
<p>Enhance literacy through the implementation of core programmes in school to include the use of Reading Plus in Year 7 and 8 and the whole school 'oracy' programme</p> <p><i>Reading Plus all £9,150</i></p> <p><i>Appointment of AHTs as above</i></p> <p><i>Bromcom Training in use of Data £300</i></p> <p><i>In-house CPD as above</i></p>	<ul style="list-style-type: none"> Enhanced literacy levels shown through progress in terms of reading accuracy, fluency and comprehension Enhanced student engagement and motivation due to increased accessibility to the curriculum and confidence Improved student outcomes and a reduction in achievement gaps 	<p>Literacy is key to learning across all subjects in Secondary school and is a strong predictor of outcomes in later life.</p> <p>In a recent survey of students, staff and parents, confidence was identified as the biggest barrier to learning in school. Improved literacy and the increased access that it provides with regard to learning and the curriculum are key in enhancing the confidence of our learners throughout secondary school.</p> <p>Oracy has been shown to enhance confidence, deepen understanding and support with retention and transference of reasoning skills across subject areas (Jay et al., 2017)</p> <p>'Speech and communication lies at the heart of classroom practice. It is the predominant way in which teachers provide instruction and support to their students and is central to how most students engage with the curriculum'</p> <p>Oracy through debate has also been proven to develop student wider awareness of the world around them and provides them with crucial future skills</p> <p>Data from KS2 and CATs show that literacy on entry to KS3 is slightly below the national average. A focus on whole school literacy is key to improving this.</p>	<p>Allocation of AHT to oversee whole school literacy programme</p> <p>Allocation of AHT to oversee whole school oracy programme</p> <p>Communication with all stakeholders to ensure clarity about the programmes and their aims and purpose within school and for our learners</p> <p>Use of data to monitor impact and review and adapt programmes accordingly</p>	<p>AT</p> <p>JD</p>	<p>Ongoing</p> <p>At each data collection as per the school calendar</p> <p>Half termly reports from Reader Plus</p>

Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
<p>Targeted small group intervention for identified students through the use of the Ruth Miskin Literacy Programme, Numeracy Catch-up programme and Data-Pac materials at KS3</p> <p><i>Ruth Miskin Literacy Programme CPD for support staff £1292</i></p> <p><i>GL Reading Assessment £703</i></p>	<ul style="list-style-type: none"> Enhanced literacy levels shown through progress in terms of reading accuracy, fluency and comprehension Enhanced student engagement and motivation due to increased accessibility to the curriculum and confidence Improved student outcomes and a reduction in achievement gaps 	<p>Historic data on the use of the Year 7 Literacy and Numeracy Catch up fund in school shows that these individual programmes have a significant impact on student progress in English and maths. The Literacy and Numeracy Catch up fund is not available to schools this year however, the COVID-19 catch up funding has been used to support with the continuation of these programmes for students whose literacy and numeracy levels are shown, through testing, to be below the expected standard.</p>	<p>Continuation of whole cohort diagnostic testing and assessment (NGRT), CATs testing and TALC 2 testing to identify students and individual needs</p> <p>Monitoring of impact via the SEND department and ongoing assessment to gauge improvements and further support needed</p>	<p>CH (SENCO)</p>	<p>Termly</p>

Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
<p>Embed teacher pedagogy to further support SEND and EAL learners with a focus on scaffolding, explicit instruction, metacognition, flexible grouping and the use of technology</p> <p><i>In-house CPD as above</i></p>	<ul style="list-style-type: none"> Maintain positive attainment and progress gap between EHCP and non-SEN students Enhanced attainment and progress for SEN K students Enhanced attainment for EAL students Reduction in gaps identified as a result of COVID-19 	<p>Strategies such as scaffolding, explicit instruction, metacognition, flexible grouping and the use of technology have proven effectiveness in supporting students with SEND (EEF)</p> <p>Learning gaps for students with SEND nationally have been notably impacted by school closure and national lockdowns.</p> <p>Language barriers for students with EAL has meant that the impact of COVID-19 and school closures has been notable in terms of language development and in turn progress within the mainstream curriculum.</p>	<p>Incorporated into the CPD schedule to further enhance teacher skill set and pedagogy</p> <p>Use of formative and summative assessments to monitor progress in learning for key groups as part of the DTT model</p> <p>Wider whole school and department monitoring during RAP meetings following each data drop</p>	EM/TH/CR	Ongoing and after each data collection as per the school calendar

Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
<p>Implement targeted holiday intervention for students in KS4 to enhance knowledge and skills in preparation for final assessments/exams</p> <p><i>Staff overtime(holiday interventions) - £4,500</i></p>	<ul style="list-style-type: none"> Enhanced student outcomes across all subjects Reduction in achievement gaps for identified students, based on DTT model 	<p>Students sitting examinations or assessments this year have had significant disruption to their education at a crucial period for them academically. The use of targeted intervention is designed to support those students who have been identified as needing further support in 'bridging the gaps' in their learning as a result of school closure.</p> <p>The sessions will be delivered by regular class teachers to provide students with consistency in their learning experiences. As class teachers are the ones that know their students the best, their delivery of the sessions will ensure that the holistic understanding that they have is used to target the sessions directly and effectively to the identified needs of their cohort.</p>	<p>Ensure that all intervention is in line with carefully considered diagnostics of which students, concepts, knowledge and skills are to be included through a centralised scheduling system, led by the AHT for KS4 achievement. Communication with students and parents regarding the proposed sessions and their purpose. Attendance monitoring/work completion monitoring via the Head of Year and AHT for KS4.</p>	<p>TH</p>	<p>Summer term 1 2021 (current Year 11)</p> <p>Autumn term 1 2021 (current Year 10)</p>

Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
<p>Support with the bridging of gaps in English and maths through the fixed term appointment of subject specific Teaching Assistants</p> <p><i>Appointment of Maths and English Specialist TAs Part Time:</i></p> <p><i>2 days x 2 – 19,500</i></p>	<ul style="list-style-type: none"> Enhanced attainment and progress in English and maths and a reduction in gaps identified as a result of COVID-19 	<p>English and maths are crucial subjects for all students, both in their own right and in terms of the transferable literacy and numeracy skills that they provide our students with.</p> <p>Current national and school data shows that the impact of school closure on the development of literacy and numeracy is notable for students, particularly those at KS3, whose foundation in these subjects is being developed.</p> <p>The employment of fixed teaching will ensure greater stability and consistency for our students, and will enable a more coordinated approach to the support that can be provided, based on subject diagnostics</p>	<p>Recruitment process in place to secure high quality teaching assistants</p> <p>Head of English and maths to devise a subject specific strategy plan on how the teaching assistants will be used to maximize impact</p> <p>Monitoring of impact via line management and data reviews</p>	EM/AS/ST	Autumn term 1 2021
<p>Total budgeted cost:</p> <p>Proportion of Catch-Up Premium contributing to cost:</p>					<p>£35,445</p> <p>£34,153</p>

Wider Strategies					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
<p>Implement and embed programmes to further enhance learning behaviours to include a pastoral recovery curriculum, embedding and readdressing of whole school behaviour policy and a tailored tutorial programme</p> <p><i>In-house CPD as above</i></p>	<ul style="list-style-type: none"> Students are able to make the transition between home learning during lockdown and the return to face to face teaching easily Students are able to adapt to the changes experienced and engagement both in school and with remote/home learning is strong Student attitudes to learning are positive and this is shown through positive behaviour, application and focus in lessons and around school 	<p>The impact of COVID-19 and school closure on daily routines, social interaction, learning structures and behaviours is well documented. https://www.evidenceforlearning.net/recoverycurriculum/</p> <p>The level of resilience and adaptability needed by students as they move between remote and in school learning has been high. Our students have shown this resilience and ability to adapt however, the need to re-establish learning behaviours and make the adjustments seamlessly remains a focus for all students nationally, as well as within our school.</p>	<p>Establishment of a pastoral recovery programme to be implemented on return to face to face teaching</p> <p>Schedule and programme for revisiting and re-establishing learning behaviours in place with monitoring scheduled to ensure effective implementation and enhanced impact on student engagement</p> <p>Tailored tutorial programme to be scheduled to support with development of key learning behaviours to include the Stopfordian Ethos, oracy and wider social issues arising over the past year</p>	<p>GL</p> <p>AE</p> <p>JD</p>	<p>Autumn term 1 2020</p> <p>Ongoing – half termly</p> <p>Ongoing – half termly</p>

Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
<p>Implement targeted pastoral support for identified students and groups via pastoral mentors and bespoke pastoral support programmes</p> <p><i>Pastoral support £33,500</i></p>	<ul style="list-style-type: none"> Enhanced attendance, engagement and progress for key identified students and groups of students 	<p>For some students the impact of COVID-19 will have been greater than for others. A targeted approach, based on clear diagnosis of wider barriers to learning, will ensure that students with the greatest need are targeted in a more bespoke and individualized way.</p> <p>Poor attendance and engagement has a notable impact on school performance. Targeted support in these areas will ensure that these barriers are lifted and that underachievement is minimised through wider support for students.</p>	<p>Allocation of AHT to oversee pastoral mentoring and bespoke pastoral programmes in conjunction with Heads of Year</p> <p>Monitoring of impact of targeted programmes on key wider barriers to learning and achievement scheduled to ensure progress is made and mitigating factors are minimised</p>	<p>AE/HoY</p>	<p>Ongoing – half termly</p>
<p>Establishment of an inclusion hub</p> <p><i>Inclusion hub as above pastoral support</i></p>	<ul style="list-style-type: none"> Enhanced attendance, engagement and progress for key identified students and groups of students, with a particular focus on SEND students Maintain reduction in fixed term exclusions, particular for key groups 	<p>The implementation of an inclusion hub would further support those students who have been impacted by COVID-19 more than others.</p> <p>Learning gaps for students with SEND nationally have been notably impacted by school closure and national lockdowns.</p> <p>It has been widely documented that the impact of COVID-19 has been greatest for more vulnerable students.</p> <p>The implementation of an inclusion hub would further enhance the early identification of students who are experiencing educational difficulty and enable timely and targeted interventions to be further implemented.</p>	<p>Strategy plan and schedule for the establishment and implementation of the hub to be devised and organized.</p> <p>Impact of inclusion hub on wider barriers/SEMH to be monitored with a clear schedule of impact analysis</p>	<p>GL/AE/CH</p>	<p>To be implemented in Autumn term 2021 – reviewed half termly</p>

Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
<p>Further development of career's programmes and extra-curricular activities with a focus on key learning skills to include literacy, metacognition and self-regulation</p> <p><i>Career's programme</i> £2500</p>	<ul style="list-style-type: none"> Enhanced attendance to extra-curricular and enrichment activities Enhanced student confidence, motivation and engagement as shown through student voice questionnaires and engagement data 	<p>The EEF reported in 2017 that 'Career's education can be crucial in developing the knowledge, confidence and skills young people need to make well-informed, relevant choices and plans for their future. This is especially true of students from poorer backgrounds...High quality careers education can help them progress smoothly into further learning and work'</p> <p>The EEF further highlights the impact that high quality career's programmes have on educational, economic and social outcomes.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/evidence-reviews/careers-education/</p> <p>Whilst the destination data for our students is historically very strong, we want to provide all of our students with opportunities beyond the classroom, to support them with their motivation, and skills of self-regulation and independence</p>	<p>Career's programme extended and shared with all stakeholders</p> <p>Extra-curricular activities to be planned to incorporate key learning skills to be developed to include literacy, metacognition and self-regulation</p> <p>Monitoring of engagement and participation in events and impact analysis in terms of attendance, engagement and achievement</p>	CR	Ongoing – half termly

Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
<p>Audit and review current parental engagement strategy, with further adaptations to enhance communication with and the supporting of parents</p>	<ul style="list-style-type: none"> Increased participation of parents in whole school events such as parents' forums, parents' evenings and open evenings Enhanced awareness and clarity for parents in terms of their child's learning and progress as evidenced through parental voice questionnaires and forums 	<p>Education has always been a partnership between home and school, though never more so than now, in light of the extended periods of homelearning that our students have encountered as a result of national lockdowns and COVID-19. Providing parents with the support and guidance needed during these everchanging times is crucial, and as a school we are keen to ensure that our parents are confident as they support their child's learning at home, as well as their wider learning journey with us.</p>	<p>Complete audit and review of current parental engagement strategy.</p> <p>Allocation of AHT to oversee communication systems such as the school website, alongside parental forums and wider school events</p> <p>Adapt and review impact of further strategy to enhance parental engagement and support through parental voice questionnaires and forums</p>	<p>GL/JD</p>	<p>Ongoing – half termly</p>
<p>Further develop student voice and student leadership opportunities in school</p>	<ul style="list-style-type: none"> Enhanced student engagement Increased presence of students at key events Enhanced retention into the Sixth form through leadership opportunities provided 	<p>In a recent survey of students, staff and parents, confidence was identified as the biggest barrier to learning in school. Motivation was also identified as a key factor. The inclusion of students in their learning journey and whole school experience is key to developing their independence, feelings of empowerment and self-regulation</p> <p>Student voice and leadership has proven impact within the school historically, with the students playing a key role in whole school development to include; the school's behaviour policy, uniform, Stopfordian Ethos, canteen menu, staff recruitment and teaching and learning.</p> <p>Student leadership within the Sixth form has provided students with opportunities to support further education and career pathways.</p>	<p>Allocation of AHT to oversee student voice and leadership, with a clear schedule focusing on identified school priorities and development in place</p>	<p>AE</p>	<p>Ongoing – half termly</p>

Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
<p>Use of additional external and online platforms to support students in the development of their learning and study skills, to include GCSE PoD, SENECA Learning and Elevate, particularly at KS4</p> <p><i>In-house CPD as above</i></p> <p>GCSE PoD £3545.68</p> <p>SENECA Learning £1300</p>	<ul style="list-style-type: none"> Improved student independent study skills as evidenced by homelearning audits, engagement data and staff, student and parent questionnaires Assessment data shows impact of additional revision tools on student outcomes and achievement 	<p>The need for students to learn independently is key to success, and with the move to online learning for a significant proportion of the past year, the need to be able to study and learn independently has been all the more crucial.</p> <p>Providing students with the skills and tools to access learning independently is key in supporting them to be more self-regulated in their study and to develop the skills necessary currently and in further education/later life. Utilising external support that students can access online, at home will supplement the work that students are doing in school, will help to minimize knowledge gaps in a timely manner, in light of lost learning and upcoming assessments and exams.</p> <p>Feedback provided by these online tools is also useful in supplementing the teacher feedback received by students, and provides immediate and timely guidance on what the student knows/needs to develop further.</p>	<p>Staff and students trained in the use of additional online resources to ensure that these can be used effectively.</p> <p>Implementation of online homelearning activities across all subjects, incorporated into departmental curriculum plans</p>	TH	<p>Ongoing</p> <p>After each data collection as per the school calendar</p>
<p>Total budgeted cost:</p> <p>Proportion of Catch-Up Premium contributing to cost:</p>					<p>£40,845.68</p> <p>£5,921</p>

