

## OVERVIEW

£1 billion of Government funding to support students to catch up = £650 one off universal catch up premium + £350 million National Tutoring Programme to provide additional, targeted support to those children who need it most – our disadvantaged and vulnerable students. Note: £96 million of this money will be used to support small group tutoring for 16-19 year olds. (July 2020 – Gov.uk Guidance on Coronavirus (COVID-19) catch-up premium)

### Potential Trinity Funding:

Schools are to be allocated funding on a per student basis - £80 for each student in years 7-11. Information produced by LBR has it that we will receive £96480 based on current school population 3 tranches:

- An initial part payment in the autumn term - £24,120 (note that LBR is giving just 25% of the full amount as in initial payment for all schools in Redbridge).
- A second payment in the spring 2021 that takes the overall payment to £46.67 a student (£56,284) – note that this figure can be adjusted in light of the October census.
- A final payment in the summer of 2021 of £33.33 a student (£40196) – again total figure may be adjusted in light of census information.

*Note: There will be more money available for **sixth form** - £150 per student who achieved a grade 4 or below in English and/or Maths and is in our sixth form. Funding is earmarked for small group tuition only – we should have confirmation as to whether we are eligible regarding this funding and how much it will be, later on in November.*

- Year groups 8-11, will have missed 38% of the school year 2019-20 (*The Centre for Education and Youth May 2020 report*)
- *The Covid 19 impact study by the Sutton Trust* found that during lockdown, “the typical child was spending just over three hours per day on learning, with 34% spending two hours or less. Furthermore, most of the work teachers received from pupils is not of the same standard as they would receive in the classroom. with around a third of teachers saying the work they have had back is of a slightly lower or much lower standard”.
- Negative effects are likely to be particularly pronounced for disadvantaged and vulnerable pupils since they are: 1. Less likely to be involved in learning at home during lockdown 2. More likely to experience summer slide in normal years 3. Less likely to have enriching learning experiences in summer holiday (*thereby exacerbating the effects of “summer learning loss”*) 4. More likely to experience the damaging effects of material deprivation and financial uncertainty.
- Students likely to be most affected by the lock down are Year 11, Year 13 and the incoming Year 7 as these are at key transition / examination points within education and therefore this plan has been weighted accordingly.

## Rationale for Catch Up Programme:

At Trinity, we believe that we are here to serve the students and parents of our community. We aim for all students to develop their God-given talents and our school curriculum vision notes that our curriculum aims to nurture personal excellence, the capacity and wherewithal for continual development so that all can develop their talents to the full for their own sake as well as that of the global community. Our Catch-Up programme has been designed to cater for **all** students with the aim of ensuring that **all** have the opportunity to revisit material from lockdown and build on this to ensure rapid progress through this academic year.

Trinity has achieved excellent results and below are given the headline data for year 13 and year 11 last year:

Average point score at A level: 35.76

A\* - A Entries All : 23.99

A\* - B Entries All : 49.86

Progress 8 GCSE : +0.72

Attainment 8 GCSE : 59.7%

5+ standard pass Inc. English and mathematics (9-4): 87%

5+ standard pass (9-4) : 90%

5+ top grades (9-7) : 38%

We aim to fully support students in our current year 11 and 13, to ensure that they develop the knowledge and skills to be successful within their examination subjects next summer and achieve the grades they so rightly deserve.

We are using the technology developed during lockdown to ensure that all students can access revision lessons provided by staff through Office 365 STREAM.

Elearning sites are being widely used across a range of subjects and key stages and these have been bought to ensure that all students have access to resources that will help them review and revise. In addition, external providers have been brought in to supplement our programmes where possible. A range of information has been used with which to prioritise students for the different programmes that are offered. On average 10% of the school population are disadvantaged. These students along with our SEN cohort will be targeted to ensure that they are fully supported within their studies and that the essential knowledge identified by departments is secured and enables them to make accelerated progress. The programme will be carefully monitored and evaluated by the Lead Teacher for Disadvantaged.

# TEACHING AND WHOLE SCHOOL STRATEGIES

## Identification of "GAPS"

| Year group         | Key actions  | Intended outcomes  | Evidence and Impact evaluation strategies   | Costings  | Timeline/ person responsible  |
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| Years 8, 9, 11, 13 | <p>Departments to <b>use PiXL "Gaps and Growth models"</b> to identify the "essential / desirable" and "simple / complex" content and skills from lockdown.</p> <p><b>Adapted PLCs to be created</b> based on these. (Ordered by <i>most essential</i> rather than chronological teaching)</p> <p><b>CPD for departments</b> delivered through an after school Teams session.</p>  | <p>To identify the fundamental, foundation knowledge (since March) students need to retain.</p> <p>Clarity for teaching staff, students and parents.</p> <p>Information and guidance is disseminated quickly and without dilution of message.</p>  | <p>CPD presentation and notes (+ staff attendance register)</p> <p>Revised PLCs</p>   | <p>Photocopying costs associated with producing PLCs.</p> <p>£500</p>                   | <p>Briefing sheet of overview to staff – Fri 25<sup>th</sup> Sept</p> <p>Deadline for revised PLCs 5<sup>th</sup> Oct</p> <p>KS3/4/5 coordinators / L. Law / J. McKie</p>   |
| Years 11 + 13      | <p><b>Students to complete PLCs via MS Forms</b> so that data can be collated and uploaded into PiXL to produce "<b>Personal Currency Plans</b>" for each student in each subject. (<i>NOTE: Guidance to be given to students re: the importance of accurately completing PLCs</i>)</p> <p><b>Departments to create a library of "Therapy" resources</b> to support essential content and skills. Personal Currency Plans will direct each student</p> | <p>Personal Currency Plans clearly identify the knowledge and skills which individual students require and signpost (via links) to personalised Therapy activities which will support completion of these.</p> <p>The independent study approach to Therapy will build on the skills which</p> | <p>Personal currency plans for each student in each subject</p> <p>Library of "Therapy resources" by department</p> <p>Student and teacher feedback</p> | <p>Internal costs – approximately £1500 for copying Therapy resources where needed.</p> | <p>Briefing sheet of overview to staff – Fri 25<sup>th</sup> Sept</p> <p>Full launch of Personal Currency Plans in T&amp;L Learning forum 29<sup>th</sup> Sept.</p> <p>Class teachers to brief students and ensure completion of PLCs (PLC completion week = w/c 5<sup>th</sup> Oct)</p> <p>KS coordinators to upload relevant resources for each</p> |

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|  | <p>to <i>only</i> those resources which are most relevant.</p> <p><u>Therapy resources may include:</u></p> <ul style="list-style-type: none"> <li>• Links to Stream videos / Youtube videos</li> <li>• Worksheets</li> <li>• Excerpts from revision guides</li> <li>• Textbook activities</li> <li>• The creation of personalised revision resources by students</li> <li>• Pixl Independence resources</li> <li>• PiXL Revisit packages</li> </ul> <p><b>Therapy resources to be allocated credits.</b> Students will have to complete a required amount of credits (E.g. 100 credits) by a deadline. (<i>NOTE: for G&amp;T students extension tasks (awarding higher amounts of credits) could be set. In addition, where students do not have a significant amount of “Red” topics, (possibly due to student error) teachers could advise which additional resources to complete).</i></p> <p><b>Rewards and praise</b> for particular groups of students who complete their credits well.</p> <p>Potential circulation of Personal Currency Plans to parents (<i>in lieu of reports since Jan 2020</i>)</p> | <p>students have developed during lock down.</p> <p>A credit target provides a motivational goal for completion as well as providing clarity for students on amount and quality of expected work.</p> <p>Supports the 9-7 achievement by pushing even those students who have engaged with work during lock down.</p> <p>To provide motivation for students and ensure recognition of achievements.</p> |  |  | <p>area of insecurity (deadline 15<sup>th</sup> Oct)</p> <p>Admin staff to collate excel documents and upload to PiXL and generate Personal Currency Plans (deadline 21<sup>st</sup> Oct)</p> <p>Teaching staff (HODs to oversee) to monitor completion of catch up tasks (deadline 16<sup>th</sup> Nov)</p> <p>Circulation of Personal Currency Plans to parents (21<sup>st</sup> Oct)</p> |
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|             |  | To reassure parents that gaps are being identified and support provided to address these. To also engage parents in their support of student effort in catching up. |  |   |  |
| Years 8 + 9 | <p>Students to complete PLCs in class with support / guidance from teachers</p> <p><b>Departments to create their own “Strengthening the Foundations” booklets</b> which would include direct instruction on selected topics, supporting activities such as challenge walls, problem solving and exam style questions. <i>NOTE: Booklets exist already for English, Maths and Science)</i></p> | To support students in developing their key concepts and skills from lockdown (addressing gaps in knowledge).   | <p>Strengthening the Foundations booklets (per department / identified departments)</p> <p>Possible retesting of students on understanding covered within the booklet.</p> | <p>Internal cost</p> <p>Approx. costs £1000</p> | <p>Launch at T&amp;L Meeting – 29<sup>th</sup> September</p> <p>Final support documents to be created by:</p> <p>Year 8 = 11<sup>th</sup> Jan</p> <p>Year 9 = 27<sup>th</sup> Nov</p> <p>Deadline for student completion:</p> <p>Year 8 = 7<sup>th</sup> Feb</p> <p>Year 9 = 8<sup>th</sup> Jan</p> <p>Teachers to facilitate completion</p> |
| Year 13     | <b>Mock exams during 1<sup>st</sup> 2 weeks of term</b> = high stakes testing to identify gaps and student knowledge.  | <p>Clear indication of current student status and identification for teaching staff of individual gaps.</p> <p>Data collated to inform subsequent Personal</p>      | <p>Mock exam papers</p> <p>Exam results on SIMs</p>  | None  | <p>w/c 7<sup>th</sup> and 14<sup>th</sup> Sept</p> <p>Results on SIMs by 18<sup>th</sup> Sept (Year 13 teachers)</p> <p>KS5 T&amp;L team</p>   |

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|        |   | Currency Plans and targeted catch up sessions   |   |  |  |
| Year 7 | <p><b>Initial assessment through CAT4 tests</b> within the first 2 weeks – in English lessons.</p> <p><u>Assessments identify:</u> Quantitative, Spatial, Verbal, Non-verbal abilities and provide the school with a likely KS2 score. CATs are linked to FFT to provide GCSE estimates across all subjects and so can be used for target setting.</p> <p><u>Identification of students requiring additional support with numeracy or literacy:</u></p> <ul style="list-style-type: none"> <li>• After half term, GL assessments administered in English and Maths, which will specifically identify areas of the primary curriculum requiring further support.</li> <li>• All students in year 7 to have their reading age assessed by star reader programme (accelerated reader).</li> <li>• Selected students (catch Up and SEN) to be enrolled on the Lexia PowerUp on-line reading intervention programme.</li> <li>• Targeting spelling through the use of spellzone – TA can make use of handwriting materials and primary spelling lists to address gaps.</li> </ul> <p><b>Additional English and maths teachers supporting students</b> within lessons</p> | <p>Information to be shared with all year 7 teaching staff once obtained and this will inform intervention in the classroom.</p> <p>Early identification of those students requiring either literacy or numeracy support.</p> <p>Termly review of progress made by students on the Lexia PowerUp programme.</p> <p>Star reader quizzes sat on a termly basis with SEN and Catch Up students and will show progress made since the start of the academic year.</p> | <p>Lexia reports obtained.</p> <p>Star reader reports.</p> <p>Reports from GL assessments will inform curriculum planning and lesson delivery.</p> <p>Student feedback.</p> | <p>CAT4 Tests<br/>£3627</p> <p>Star reader<br/>£3349</p> <p>Lexia Power Up<br/>£11770</p> <p>GL Progress tests English and Maths<br/>£2416</p> | <p>w/c 21<sup>st</sup> September &amp; 29<sup>th</sup> September.</p> <p>TIC Year 7 English</p> <p>SENCo</p> <p>KS3 Maths coordinator</p> <p>TAs</p> |

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|  | during the first half term – working 1-1 with the most vulnerable students in class.  |   |   |               |   |
| <b>Support for Teaching and Learning</b> |   |   |   |               |   |
| All teaching staff                       | <b>IT to conduct CPD on live-streaming of lessons</b> to support the remote contingency plan and ensure that all teachers are capable of providing this in the event of further school closures.  | To upskill all teaching staff to be able to deliver live online lessons.  | CPD materials and IT support guides<br><br>Staff feedback   | Internal cost | Completed by Sept 28 <sup>th</sup><br><br>IT / HODs / Teaching staff  |
| All Year groups                          | <b>Circulate T&amp;L advice to teaching staff</b> that during lessons and blended learning, the following methods to be routinely used:<br><br><ul style="list-style-type: none"> <li>• Low stakes testing – Weekly 15 mins per lesson. (Can be supported by MS Forms tests (<i>although less robust</i>))<br/>Potential methods could be: MCQs, Question Grids, Annotate an image with everything you know about a topic, Analysis / annotation of text / source / artwork, PiXL revisit package</li> <li>• Hinge questions (mini whiteboards) for full class understanding</li> <li>• Metacognitive techniques</li> <li>• More flipped learning (to allow quicker access of new content)</li> </ul> | To support teachers with expectations and guidance for the most effective methods to identify and address gaps in student knowledge.<br><br>Active retrieval will improve long-term retention of knowledge. | CPD material for teaching staff.<br><br>Learning walks to see low stakes quizzing in action within lessons.<br><br>Student voice. | None          | Advice re: teaching methods to be circulated 29 <sup>th</sup> September<br><br>(T&L Team)<br><br>Stream video on metacognition circulated w/c 19 <sup>th</sup> (staff to confirm viewing by 13 <sup>th</sup> Nov) |

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| All departments | <p><b>Departments to identify which remote learning tools can best support students.</b> List to be compiled (and costed to see whether the catch up budget can support purchase).<br/>Departments to share information where appropriate</p> <p>E.g. Pinpoint learning, Tassomai, Tutor 2U Catch up programmes (Free / £25 per student)</p> | <p>To share awareness of online tools which will support accelerated learning and potentially benefit from group discounts where appropriate.</p> <p>To update as appropriate the digital library on the school's website and highlight to parents/carers.</p> | List of resources + costings | Budget £2,000 | <p>Deadline for staff returns : 30<sup>th</sup> Oct</p> <p>HODs</p> |
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## TARGETED SUPPORT

| Year group    | Key actions   | Intended outcomes  | Evidence and Impact evaluation strategies  | Costings | Timeline/ person responsible   |
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| Years 11 + 13 | <p><b>Departments</b> to use data from low / high stakes testing, <b>to identify which students are most in-need of additional interventions</b> (<i>in order to inform either one to one or small group tuition</i>) across all subjects.</p> <p>(Year 11) Cross reference with P8 scores from last assessment (Jan 2020) in order to identify potential negative P8 students.</p> <p><b>Assessment of student engagement with remote learning</b> and any further</p> | <p>To identify those students who are most likely to require additional support with learning / pastoral issues (To inform HOY / Academic Mentor sessions / Further tuition sessions)</p> <p>To identify students who may require support with technology.</p> | <p>Master list of students who require support (<i>to be circulated to staff</i>) for closer monitoring (<i>and to note on seating plans</i>).</p> <p>Evidence during learning walks of targeted support for students on list.</p> | None     | <p>Deadline for identification of students (Year 11 / 13) 16<sup>th</sup> Oct</p> <p>Teaching staff / KS Coordinators / HOYs / LLA / JMK</p> |



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|  | <p>non-identified pastoral concerns through:</p> <ul style="list-style-type: none"> <li>• IT review of interactions with MS365 – report generated on limited interaction / use</li> <li>• Year 12 “Microsoft Forms” survey of teaching staff</li> <li>• HOY feedback on “Top 10” students who are a concern</li> <li>• HOY Reports from July 2020 which were circulated to NDO (Pastoral Lead)</li> </ul> <p><i>SecEd-Headteacher update - BACK TO SCHOOL GUIDE 3/4 July 2020 “We need to undertake rigorous and responsive formative assessment of what individual children know and can do in each and every lesson as we move forwards (see Wiliam, 2017)”.</i></p> <p><b>Create a master list of students / subjects</b> in order to inform appropriate and relevant interventions (See subsequent sections) as well as highlight those students who require the greatest support in class.</p> <p><b>Prioritise subjects</b> with historical underperformance at GCSE / A Level and those subjects where departments have experienced some “turbulence” in the 2019-20 academic year (E.g. RE / Psychology Depts).</p> | <p>To share this updated list with class teachers so that they are aware of the students requiring greatest support in class and can monitor more closely.</p> <p>To identify students that may require further intervention and support outside of lesson time.</p> <p>To ensure that the wider picture of achievement across the school is being considered.</p> <p>This will also allow closer monitoring of the cohort as a whole</p> |  |  |  |
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|  | <p><b>Prioritise students</b> who HOYs feel will engage with interventions.</p> <p><b>HOYs to use the master list to inform phone calls to parents</b> (and close BFL scrutiny) BFL to be used for 6<sup>th</sup> form as well.</p>   |  |   |  |  |
| <p>Year 11 + 13<br/>(Disadvantaged students)</p> | <p><b>National Tutoring Programme</b></p> <p>(One to One / Small group tuition) <i>The EEF highlights “There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy”</i></p> <p>Once available, <b>review the full list of NTP providers</b> and decide the best fit for our needs.</p> <p>Using Master List of teacher concerns, <b>identify</b> which <b>Disadvantaged students</b> (currently 33 in Year 11, 21 in Year 12 but this number is likely to increase with potential new FSMs from Sept) would most benefit and engage with one to one / small group tuition. (Prioritise smaller departments who may not have capacity for all necessary interventions)</p> <p><b>Enrol selected students</b> (the most academically / pastorally vulnerable) on the programme and facilitate subject teachers identifying curriculum areas and skills which need to be addressed. Ensure that there is regular dialogue between tutors and class teachers.</p> <p><i>NOTE: The EEF highlights that “to be most</i></p> | <p>To further support the most vulnerable students to close the gaps in their knowledge and skills and enable them to make accelerated progress.</p> <p>To ensure tuition is appropriate and relevant.</p> | <p>Assessment data.</p> <p>Teacher feedback.</p> <p>Tutor feedback.</p> <p>Student evaluation.</p> <p>EEF will commission an independent evaluation report on the national tutoring programme to look at the overall impact of the programme on student progress.</p> | <p>Note: Approximate costings are given for 12 week course with a small group of 4 students – cost £1000 – per subject per group of 4.</p> <p>Estimate:<br/>£10,000<br/>(based on 10 groups of students)</p> | <p>Creation of master list of students and subjects - 22<sup>nd</sup> Oct (LLA and JMCK)</p> <p>Recommendation of relevant tuition providers 4<sup>th</sup> Nov.</p> <p>Plan for interventions for one to one / small group tuition – deadline = 13<sup>th</sup> Nov</p> |

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|         | <p><i>effective, creating a three-way relationship between tutor, teacher and pupils is essential, ensuring that tuition is guided by the school, linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback”.</i></p> <p>As well as key assessment data, <b>survey of teacher feedback on student progress.</b></p>  |  |  |   |  |
| Year 11 | <p><b><u>Darius Programme</u></b> (Class / small group tuition)</p> <p>Darius programme to start from Oct half term with sessions Oct-Dec focusing on catch up / Year 10 content identified through low stakes testing. Fewer sessions (3 for core subjects, 2 for others) to allow some contact time for all subjects during this period.</p> <p>Jan-May Darius programme to continue as normal to support exam revision</p> | <p>To make up ground on key concepts, knowledge and understanding missed during remote learning and ensure a solid basis for future learning.</p> <p>To build the confidence and motivation of identified students</p> | <p>Timetable and academic programme of study to be identified.</p> <p>Student, subject teacher and parental feedback</p> <p>Improvement of academic attainment for selected students through post-tests.</p> | <p>KS4 programme</p> <p>£15,392</p>   | <p>W/c 2<sup>nd</sup> Nov – 18<sup>th</sup> Dec</p> <p>KS4 coordinators or HODs (<i>as the most knowledgeable teachers within the dept</i>)</p> <p>KS4 coordinator identify most students and relevant topics for development and monitor and facilitate engagement.</p> |
| Year 13 | <p><b><u>KS5 Intervention programme</u></b></p> <p>4 weekly sessions of <b>Small group tuition</b> using our own “expert” teachers (to be targeted and paid for the sessions)</p> <p>10 students per group to be selected further to exam data, teacher feedback and information re: engagement during lock down.</p> <p>Departments to be advised to record the intervention outputs (through ppt</p>                        | <p>To close the gap in subject specific learning (with a focus on key topics) and improve the attainment of the identified group.</p> <p>To make up for lack of home support in academic study</p>                     | <p>Timetable and academic programme of study</p> <p>Student, subject teacher and parental feedback</p> <p>Improvement of academic attainment for selected students through post-tests.</p>                   | <p>KS5 programme</p> <p>£10,400 (based on 27 departments for 4 sessions of 10 students)</p> | <p>4 weeks from 12<sup>th</sup> Oct – 13<sup>th</sup> Nov</p> <p>“Expert” teachers (Poss KS5 coordinators)</p> <p>KS5 coordinator identify most students and relevant topics for development and monitor and facilitate engagement.</p>                                  |

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|                       | <p>recording function or Microsoft stream recording function) and make them available to all students as a compendium of revision materials. These should then be made available to all classes (via streams) and used as further “therapy” support for PCPs.</p>  | To build the confidence and motivation of identified students  |  |  |  |
| All year groups       | <p><b>“Revise and Review” Sessions</b></p> <p>HOYs, supported by TA’s to run 1 weekly after school session (<i>Max 15 students</i>) targeting those most in need of support in catching up. (<i>Rolling 6 week programme which would take on a different intake once the group graduate</i>)</p> <p>The first 10 minutes will be a focused study skills activity.</p> <p>Time then given for students to use the “Strengthening the Foundations” booklets / Catch up credits or online eLearning sites to review and revise topics covered from March.</p> <p>Tablets will be available at these sessions to ensure that students have access to IT to support learning.</p> | <p>Targeted support.</p> <p>Students will have a quiet place that is well resourced where they can make progress on the additional support/intervention resources produced by departments.</p> | <p>HOY reports.</p> <p>Learning walks</p> <p>Student feedback.</p> <p>Assessment data.</p> | <p>2 lots of 30 sessions over year 7 -11</p> <p>£1560 (HOY) + £899.40 (TA)*</p> <p>*could be less if TA used solely to supervise session.</p> <p>(£26 per session HOY + £14.99 per session for TA)</p> | <p>Letters to selected KS4/5 parents sent 22<sup>nd</sup> Oct</p> <p>KS4/5 Sessions to start W/c 2<sup>nd</sup> Nov – ongoing</p> <p>Year 8 sessions to start w/c - TBC</p> <p>Year 9 sessions to start w/c - TBC</p> <p>HOYs and SEN Dept</p> |
| Years 7, 8, 9, 10, 11 | <p><b><u>Elevate Education Seminars</u></b></p> <p>Year 7 Study skills kick start</p> <p>Year 8 Junior Time Management</p>   | <p><b>Study skills kick start:</b></p> <p>Skills covered: Dynamic reading, Note taking, Conceptual learning skills</p>   | Notes and resources from sessions  | Year 11 and 13 – Zoom conference call £3074  | <p>Oct onwards</p> <p>T&amp;L Team to arrange</p>  |

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|  | <p>Year 9 Junior Time Management</p> <p>Year 10 Study Sensei</p> <p>Year 11 Ace your exams</p> <p>Year 13 Ace your exams</p> <p>Note that sessions can be run either a) in person b) via ZOOM conferences within class c) online. T&amp;L team are currently deciding the best format of presentation – suggested for costing purposes are that in-school presenters are used for 11 &amp; 13, Zoom conferences for year 7 – 9 and the Elevate online course for year 10.</p> | <p>and Independent learning.<br/>To aid student motivation and engagement</p> <p><b>Junior Time Management:</b><br/>Skills covered: Study routine, working smart, assignments and exams and procrastinating.</p> <p><b>Study Sensei:</b><br/>Skills covered: Working consistently, note taking, conceptual learning skills, practice papers and independent learning and standing out in assessments.</p> <p><b>Ace your exams:</b><br/>Skills covered: Effective work, fixing mistakes, allocation of time and exam room techniques.</p> | <p>Student voice</p> | <p>Year 10 – Elevate online Study Sensei<br/>£1080</p> <p>Year 7,8 and 9 Zoom conference call<br/><br/>£4611</p> <p>(nb VAT not included)</p> |  |
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## WIDER STRATEGIES

| Year group | Key actions   | Intended outcomes  | Evidence and Impact evaluation strategies                         | Costings | Timeline/ person responsible   |
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| All years  | “ <b>Most vulnerable</b> ” 5 students in each year group to be identified and | Personal support for most vulnerable in order to maximise (and address | Log of meetings and actions (with completion / issues identified) | None     | September - ongoing<br><br>L. Law to liaise with HOYs to identify. HOYs to |

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|              | <b>mentored by HOY</b> for <u>weekly check ins</u> (well-being and academic engagement)   | issues with) wellbeing and academic progress  |   |      | arrange mentoring slots and lead sessions  |
| All years    | <p><b><u>Study skills for success workshops.</u></b></p> <p>Details to be circulated to parents and students along with a timetable of when to view sessions</p> <ol style="list-style-type: none"> <li>1. How to organise your week (and identify areas for catch up)</li> <li>2. How to take purposeful notes (</li> <li>3. How to identify what you don't know</li> <li>4. How to take feedback forward</li> </ol> <p>For Year 10 a recap and reinforcement on transitional GCSE skills launched in Summer term.</p>   | <p>To make students accountable for their own learning by equipping them with the tools to do this</p> <p>To reinforce the tools / advice given in Summer 2020, with a more practical / subject focus with a view to enhanced student capability and motivation for study</p> | <p>PowerPoints / Stream videos</p> <p>Student voice</p>                                 | None | <p>Starting late Sept – ongoing</p> <p>COS (as part of the Study skills programme currently in progress) – to be promoted on the Digital Learning Hub.</p> |
| All students | <p><b>'Brentwood Catholic Children's Society'</b> (BCCS) have been commissioned to deliver bespoke virtual seminars and workshops which will be delivered within dedicated PSHE curriculum time. Students will explore issues surrounding strategies to support with promoting mental health awareness and addressing issues such as:</p> <ul style="list-style-type: none"> <li>• Emotional Resilience</li> <li>• Healthy Relationships</li> <li>• Body Image &amp; Low Self Esteem</li> <li>• Positive Thinking &amp; Believing in Yourself</li> <li>• Healthy Eating</li> <li>• Confidence Building</li> <li>• Peer Pressure</li> <li>• Healthy Sleeping Patterns</li> </ul> | <p>Students will be more resilient and have a range of strategies to support with promoting mental health awareness.</p>  | <p>Student voice.</p> <p>Learning walks</p> <p>Parental feedback where appropriate.</p> | TBC  | Mr L Connolly – Director of RE   |

|  |  |  |  |                  |                                      |
|--|--|--|--|------------------|--------------------------------------|
|  | <ul style="list-style-type: none"> <li>• Coping Skills for Dealing with Anger, Anxiety and Stress</li> <li>• Exam Stress</li> <li>• Mental health Awareness and Signposting</li> <li>• How to be A Supportive Friend</li> </ul> <p>All sessions are delivered by trained counsellors and mental health practitioners and facilitated by their classroom teacher using classroom discussions within lessons.</p>  |  |  |                  |                                      |
| Year 7 initially and then rolled out to year 7 – 11. | <p><b>'Ask the Expert'</b></p> <p>Students in year 12 recruited as subject experts, who will then offer online support for students with their work and filling in any gaps in knowledge. IT to work to review how this will work and trial with year 7 initially and one subject area then roll out to other subjects/year groups.</p>  | Initially targeting SEN and LAC students and then rolled out to disadvantaged students.  | Log of conversations within online chats.<br><br>Student feedback. | No cost          | October half term onwards            |
| All years  | <p>Liaise with IT to ensure that <b>all students have appropriate access to IT</b> in order to facilitate blended learning</p> <p>IT to recall laptops where no longer needed (<i>possibly already happening</i>) and liaise with HOYs to identify further students who require access.</p> <p>Two sets of iPads one per site. These can be either:</p> <ul style="list-style-type: none"> <li>• Loaned to disadvantaged students that have no laptop access at home or where access is shared with other people.</li> </ul> | <p>All disadvantaged students will have access to technology to support their learning both in and outside of school time.</p> <p>Effective use of eLearning platforms to undertake low stakes retrieval practice.</p> <p>Support for intervention sessions.</p> | List of identified students and log of resources provided          | £195 x 50 =£9750 | September – ongoing<br><br>IT / HOYs |

|             |  |   |  |               |   |
|-------------|--|---|--|---------------|---|
|             | <ul style="list-style-type: none"> <li>• Used as part of the revise and review sessions with students (see below).</li> <li>• Used in class to support the use of low stakes retrieval quizzes in class.</li> <li>• Used by TAs to support intervention programmes that are in place.</li> </ul> |   |  |               |   |
| All years   | <p><b>Wellbeing to be championed</b> through the following:</p> <p>Years 7+8 – Feel good (NHS) programme – To be used during RE lessons (input from PRE/PSHE coordinators)</p>   | To support mental health of students, to enable them to be in an optimal frame of mind to engage with learning.   | Library of resources<br><br>Student voice                  | Free resource | Ongoing<br><br>HOYs + PRE/PSHE coordinators |
| All years   | All years – HOY Teams assemblies   | Assemblies will focus on (re)building relationships with students (staff and peers) and promoting wellbeing and safeguarding (social media etc).  | Streamed assemblies<br><br>HOY reports.                    | No cost       | HOYs  |
| Years 10&11 | Eton X Resilience programme for KS4  | All students signed up for this online course. Students will learn how to: <ul style="list-style-type: none"> <li>· understand and regulate their emotions</li> <li>· recognise and build on their strengths</li> <li>· handle stress and learn their setbacks</li> <li>· form new, healthy habits</li> <li>· see situations from different perspectives</li> </ul> | Student voice and engagement with online learning package. | No cost       | KS4 T&L                                     |



|                       |   |  |   |   |                              |
|-----------------------|---|--|---|---|------------------------------|
|                       |   | <ul style="list-style-type: none"> <li>· have a positive, optimistic attitude</li> <li>· build on their support network</li> </ul>       |   |   |                              |
| Teaching and learning | <b>Appointment of 2 Digital Strategy Managers</b>                             | To further the enhancement of teaching and learning skills across the school   | <p>Teaching and learning weekly updates.</p> <p>Development of the website – digital learning hub.</p> <p>Increased participation in remote learning through ensuring access for all students to IT in a possible lockdown.</p>   | <p>Salary of Digital Leads</p> <p>Approx. £4500 each</p> <p>Total £9000</p> |                              |
| Teaching and learning | <b>Monitoring and evaluation of the Catch-Up programme at each key stage.</b> | To ensure the successful implementation of the Catch-Up Programme and have systems in place to monitor the quality of provision offered. | <p>Catch-Up termly reports from T&amp;L team distributed to SMT and governing board.</p> <p>Catch-Up programme will be successful, in that all students are supported in ensuring that work from March has been revisited within departments and covered securely and that targeted students are offered individual support to ensure that they are successful in their examinations in the summer.</p> | 6 x £750 = £4500  | Teaching and Learning teams. |



|   |  |
|---|--|
| <u><b>KS5 Intervention programme</b></u>  | KS5 programme £10,400 (based on 10 departments for 4 sessions of 10 students)  |
| <u><b>“Revise and Review” Sessions</b></u>  | 2 lots of 30 sessions over year 7 -11 £1560 (£26 per session) HOY + £899.40 (£14.99 per session) TA  |
| <u><b>Elevate Education Seminars</b></u>  | Year 11 and 13 – Zoom conference call £3074<br><br>Year 10 – Elevate online Study Sensei £1080<br><br>Year 7,8 and 9 Zoom conference call<br><br>£4611 (nb VAT not included) |
| <u><b>IT facilities</b></u>   | £195 x 50 =£9750   |
| <u><b>Wellbeing</b></u>   | TBC  |
| <u><b>Appointment of 2 Digital Strategy Managers</b></u>  | Salary of Digital Leads<br><br>Approx. £4500 each<br><br>Total £9000   |
| <u><b>Teaching and learning team additional costs for monitoring and securing successful implementation of the strategy</b></u> | 6 x £750 = £4500   |
| <b>TOTAL COSTS FOR PROGRAMMES</b>   | <b>£96,428.40</b>  |