

COVID-19 Catch-up Funding - Spending Plan

School: Causeway School

Summary Information					
No. students on roll:	527	Amount of funding per student: £98.65			
Catch-Up Funding Budget:	£42,640	Trust top-up funding:	£9,352	Total catch-up funding:	£51,992
				Total spend @ Jan 21	£43,444

Strategy Statement

Causeway Catch-up priorities: How is it intended that the grant will be spent?

• **Teaching and whole school strategies:**

- Standardised assessments in all subjects to identify gaps including teacher release time for professional dialogue
- CPD for teachers and support staff to support T&L initiatives and high quality teaching and learning 'house' style embedded across
- Formative assessment in line with Swale Networks/exam data plus in house calendared assessments linked to intervention groups and P6 timetable
- Working party set up for marking and assessment development

• **Targeted support:**

- Students 1:1 and small group intervention support in with subject specialists before and after school provision
 - 1:1 and small group intervention support and discrete timetabling for targeted group of students with low level literacy and numeracy scores
 - Discrete phonic programme delivered to KS3 students
 - Extended school time for identified students based on standardised and teacher assessment

• **Wider strategies:**

- Supporting students and staff mental health
- Review of the EWO caseload to support families to return to school
- Review of the in school counsellor caseload to support identified pupils with anxiety/ engagement issues
- Meetings with AHT Attendance lead, Inclusion lead and in school counsellor to ensure SEMH needs are being met
- ESBAS funding for identified pupils who may need additional support with behaviour issue as a barrier to learning
- Virtual/ meetings with parents
- Attendance officer to ensure pupils are in school, as well as to provide support for parents who may be anxious

Overall Aims of the use of catch up funding:

- To reduce the attainment gap between disadvantaged pupils and their peers
- To raise the attainment of all pupils to close the gap created by COVID-19 school closures

How the impact of this expenditure on the educational attainment of those pupils at the school will be assessed:

- Robust data and assessment cycle
- Regular pupil progress meetings with SLT, Core, EBACC and Open subject leads to measure impact and provide support
- SEND provision tracking
- Remote learning tracking to measure pupil engagement and identify gaps in learning
- Tracking of additional resources to measure impact eg: GCSEPod, ELSA, MHFA support, EWO impact on caseloads
- Standardised assessment analysis and SLT monitoring to measure impact of catch up curriculum planning, P6 intervention groups
- Attendance tracking and weekly meetings with the AHT Behaviour and Attendance lead
- Close analysis of DA data to monitoring closing of gaps

Action Plan

Teaching and Whole School Strategies

Focus / Year Group	Issue	Action	Intended Impact	Cost
7	Need to understand the ability of our new Year 7 intake without SATs scores	CATS tests for all year 7 students	Identify the ability of all students so targeted support through Excel group to start Term 2	£1390
	Literacy skills are below national average in all year groups and tutor reading has not been taking place to the full extent since March 2020	Purchase NGRT tests for all children in Year 7	These tests enable us to track reading ages and highlight the positive impact of literacy strategy	£900
Whole school	Identified gaps and need to close gaps in curriculum as identified by each Head of Department to ensure all students can continue to make sufficient progress	Transition /baseline assessments for all students in all subjects. Assessments will concentrate on knowledge and skills that should have been grasped between March and July 2020	Identify gaps in knowledge that have developed during lockdown. Use this information to inform intervention both in and out of the classroom.	
11	Discrete intervention required to support targeted intervention with key groups	Period 6 intervention to be bespoke and open to all where there is a need. Ensure P6 intervention is at least as effective as pupils' classroom	P6 intervention should plug gaps in subject knowledge and prepare students for their examinations	£400

Whole school	Whole school teaching and learning strategies to follow a consistent house style and approach to focus on differentiated outcomes which support all groups of students	Planning & (planners embedded) in all lessons to focus on LO, A,M,S clarity and linked to previous learning	Planning a lesson by lesson approach will ensure content is delivered in time while being able to assess along the way and identify gaps in learning. This will support catch up curriculum	staff CPD time
10, 11 & Whole school	Individual support for all students with text based and electronic resources. Significant numbers of DA students at KS4	Purchase revision guides for all students to ensure independent work can be completed at home Purchase Scientific calculators	We will track home learning engagement stats in years 10 and 11 to highlight the successful use of revision guides Improvement in attainment and progress scores between DP1 and DP2 (mocks) in Year 11 All students able to access mathematics curriculum with correct equipment available	£7038 £3000
Whole school	Classroom technology to support modelling and scaffolding. Ensure staff can 'safely' model whilst remaining COVID safe	Purchase classroom visualisers for all classrooms to support staff who cannot freely walk around the classroom and to help model expectations Purchase mini whiteboards and pens for all students in 7-11	These will support high quality T&L as they will enable staff to model from the front This action will enable staff to gauge understanding of all students in the classroom - low stakes starters, shared writing	£2400 £1203
8 and 9	Literacy skills are below national average in all year groups and Accelerator reader during has not been taking place to the full extent since March 2020 so further intervention is required for catch up	Excel student to take NGRT reading tests	Reading ages to improve following targeted support in small group interventions These tests enable us to track reading ages and highlight the positive impact of literacy strategy	£250

Targeted Support				
Focus / Year Group	Issue	Action	Intended Impact	Cost
KS3	Gaps in learning and low attainment for identified groups of students. Discrete group set up to deliver subject specific catch up in English, Maths and science	Establish 'Excel' pathway for year 7- 9 cohort	Bespoke and targeted lessons in Core subjects to support and boost low literacy and numeracy. Students able to access curriculum and gaps closed in key learning	Staffing costs built into existing staffing budget
7 & 8	Significant low literacy and students unable to phonetically de code. Identification of group through testing identified 43% of Year 8 needing discrete intervention	Small group tuition in phonics and literacy following either Sounds Write and precision teaching model 2 x member of staff trained in Sounds Write	Students will make rapid progress in literacy and numeracy as seen in Jan NRG T tests and Phonics screening from Sep	TA cost in budget £1000
10 and 11	Independent learning as area of focus and raising of motivation and self esteem with exam groups	Deliver a programme of revision strategies including a revision evening (virtual) and follow up session in Sphere lessons in term 3. Outside speaker To provide bespoke intervention support for targeted core groups with an external provider (0.4FTE for 8	Teaching revision techniques is a helpful way of preparing students for mock exams in February and summer exams. The external speaker is highly recommended and impact will be measured this year to note impact Improve Core data and make significant progress	£500 £2250

	School target for subject areas to develop independent resourcing and setting of work	weeks) that will link to motivation, resilience and application Purchase GCSEPod	towards targets through 2:1 support To provide high quality online materials to support independent learning for GCSE cohort and support revision	£5000
Wider Strategies				
Focus / Year Group	Issue	Action	Intended Impact	Cost
Whole school	Whole school priority to improve attendance of students and supporting our vulnerable students to access and engage with school	Incentivise improvements in attendance for student and parents Additional EWO Capacity- extra day	This will encourage students to attend and parent co operation with attendance and could lead to improved attendance figures	£11,000
		Purchasing an additional 30 ESBAS units	We have observed an increase in the number of anti-social behaviour incidents. Additional ESBAS units will enable us to put appropriate tiered support in place to address these and to use as evidence for any future AP applications	£2100
		Purchasing school contact mobiles to ensure pastoral team can contact vulnerable and targeted students with low attendance	Regular and efficient dialogue between school and home not impacted by lockdown restrictions	£700
	Ensuring SEND students are making social, emotional and academic progress following lockdown	ELSA training for more staff and timetable sessions for vulnerable cohort in place	Resilience and engagement improved with SEND students	£1000

Whole school	Staff and student wellbeing a priority to need to support the community to adjusting to new routines and structures	MHFA course and trained staff for students and also adults	To provide further support and capacity to pastoral team with other staff trained in MHFA courses. This will have an impact on pupil well-being which will lead to a more positive outlook in lessons and around school. Staff to also benefit from Adult MHFA trained staff	£500
KS4 & Yr9	Close gaps in careers guidance and further education	Year 11 to have benefit of 1:1 careers interview outside of lesson time (before school, Core PE, lunch time, break time) Plan Year 10 careers intervention in summer term	To ensure essential advice and guidance is given to students in Year 11 and to ensure support is provided around next steps and beyond and reduce number of NEETS	£250 per day x 4 £1000 £1000
Whole school	To ensure and facilitate parental engagement levels are maintained during the virtual meeting era	Purchase new parents evening system in place (School Cloud) to ensure regular dialogue between home (virtual) regarding academic performance	To maintain communication between home and school regarding academic performance	£813