

Written: Autumn term 2020

Reviewed: January 2021

## **Launceston College: Catch up premium spending strategy 2020 - 2021**

### **1. Context**

<b>Academic year</b>	2020/21	<b>Total Catch up funding</b>	£96,400
<b>Total number of pupils Yrs. 7 – 11</b>	1360		

### **2. Strategy Intent**

**The aim of the strategy is to compensate for lost learning due to school closures March – September 2020 and from January 2021.**

To support this aim Launceston College:

- Will put in place sustained support to help pupils disadvantaged by college closure catch up
- Will support effective delivery of remote learning in order mitigate the impact of further closure or partial closure
- Recognise that not all students will have fallen behind as a result of college closure
- Prioritise the deployment of catch up funding. Consequently, not all students will be in receipt of catch up interventions at any given time. However, all students will regularly have their progress reviewed and needs evaluated by college leadership.

### **3. Strategy objectives**

In order to meet the aim of the strategy outlined above the following objectives will be addressed. These attempt to reverse the impact of college closure and guard against the impacts of further disruption as a result of the COVID-19 pandemic

- A. Identify and address through excellent teaching the gaps created by college closure
- B. Provide targeted academic support for the students most disadvantaged by college closure
- C. Address non-academic barriers that will influence success in school

### **4. Strategy implementation and desired impact**

Launceston College has adopted a tiered approach to catch up funding spending to help balance approaches to improving learning and teaching, targeted academic support and wider strategies. Each tier will address at least one of the objectives identified above.

*Tier 1: Delivering high quality teaching and learning in and out the classroom*

Strategy	Actions	Objectives addressed	Rationale	Desired outcomes	Evaluation of impact	Estimated spending	Staff lead
Supported curriculum intervention for Year 7 students identified as struggling with transition to a secondary curriculum	<ul style="list-style-type: none"> <li>ALG and skills group students identified from Year 6 information and reviewed after CAT's and reading age scores from Autumn term 2020</li> <li>Accelerated learner group timetabled and staffed</li> <li>HoF/IN to support adapted curriculum delivery and intervention in all subject areas</li> <li>Transition information and support available on website to support families in preparation for Sept 2020 start</li> </ul>	A, B, C	EEF research identifies flexible grouping, explicit instruction and the development of metacognition strategies are key components in supporting SEN in a mainstream setting. All of these are characteristics of accelerated learner group. Specialist teaching staff have the skills and knowledge of individual students to allow a positive impact on learning.	<ul style="list-style-type: none"> <li>Accelerated progress during the year which prepares students for the secondary curriculum by the end of Year 7</li> <li>Accelerated progression of reading age</li> <li>Students make expected progress by the end of Year 11</li> <li>Students prepared for next stage in education or training</li> </ul>		Existing staffing additional costs	LOR
Regular assessment of learning and progress	<ul style="list-style-type: none"> <li>Faculty assessment and feedback reviewed in line with return curriculum for autumn term and future plans for remote learning</li> <li>Purpose and timing of assessment of learning identified clearly in SoL – meaningful, manageable and motivating</li> <li>Reading age assessments</li> <li>Progress updates to parents as calendared</li> <li>Head of Faculty work review supported by ALT line manager as part of QA process</li> </ul>	A, B	Assessment will enable teacher to ascertain what learning has been remembered. This in turn will allow teaching staff to sensitively diagnose the actual impact of COVID-19 on student learning and progress.	<ul style="list-style-type: none"> <li>Gaps in learning identified</li> <li>Intervention strategies deployed where needed</li> <li>Recovery curriculums put in place to address issues raised</li> <li>Students back on track – time dependent on attendance of certain groups, year groups, all students.</li> </ul>		£2000	HoF
Staff CPD	<ul style="list-style-type: none"> <li>Staff CPD directed time - focus on recovery curriculum and planning for future possible remote learning</li> <li>Faculty, Teaching and Learning and Pastoral CPD sessions scheduled – linked to MAT teaching and learning framework</li> <li>Subscription to National college to allow flexible CPD</li> <li>Whole college staff CPD focusing on training for remote learning delivery (INSET day 2/11/20, 4/1/21)</li> </ul>	A	<p>The components of effective teaching remain constant. The MAT's teaching and learning framework remains a focus to support and further develop teaching this year, moving away from general to more subject specific pedagogy this year.</p> <p>Findings from the EEF highlighted that teaching quality is more important than how lessons are delivered remotely. It also acknowledges that different approaches to remote learning suit different tasks and type of content. Therefore, whole college CPD seeks to provide staff with the skills they need to deliver lessons remotely.</p> <p>Improving the quality of teaching is supported by high-quality CPD</p>	<ul style="list-style-type: none"> <li>High quality teaching</li> <li>Teachers able to implement a range of approaches to remote learning</li> <li>Teachers are supported to use specific technology platforms that meet the needs of the student and the curriculum</li> <li>Skills and practice developed during school closure summer term 2020 shared and further developed to support learning in a range of contexts and situations</li> </ul>		N/A	DW HoF

Resources and equipment to support online learning in College and at home	<ul style="list-style-type: none"> <li>Identify high quality online resources that can be used to support learning and remote education in College and at home</li> <li>Ensure support and teaching staff have access to the equipment and resources they need in College and at home to support learning, including remote learning</li> <li>Ensure students have access to the equipment and resources they need in College and at home to engage effectively with learning, including remote learning</li> </ul>	A	Attendance in College may be disrupted further throughout 2020-21 due to COVID. Research indicates resources that help to support high quality remote learning and develop strategies to help students work independently with success, can improve learning outcomes. Access to equipment for learning at home is key to improving learning outcomes.	<ul style="list-style-type: none"> <li>Quality remote education curriculum in place in the case of further disrupted teaching</li> <li>Engaged students</li> <li>Independent learners</li> <li>Improved learning outcomes</li> </ul>		£10000	JB DW HoF
---	---	---	--	--	--	--------	-----------------

## Tier 2: Providing targeted academic support

Strategy	Actions	Objectives addressed	Rationale	Desired outcomes	Evaluation	Estimated spending	Staff lead
Academic tutoring/mentoring of individuals and small groups of students	<ul style="list-style-type: none"> <li>Students identified that are most in need of additional support in English and maths as a result of the disruption to learning caused by school closures since March 2020</li> <li>Recruitment of staff to deliver curriculum intervention especially in English and maths, including a lead mentor qualified to coordinate intervention and monitor progress</li> <li>Intervention timetables for learning in College and remotely</li> <li>Identify different intervention groups as follows;</li> </ul> <p>Year 11 –support to students identified at risk of not achieving level 4 in maths and English - intervention can be one to one or small group intervention by extraction from existing lessons.</p> <p>Year 7-11 – small group intervention for a short period of time to support students regaining confidence and skills to get back on track with their learning at the expected level - envisaged as a short period of intense intervention designed to enable students to access their timetabled lessons effectively.</p> <p>Year 7 and 8 – small group longer term intervention to support students that are</p>	B	EEF evidence indicates that small group and one to one intervention can be effective, particularly for lower attaining students. We intend to recruit and employ tutors directly and will explore the potential of offering holiday catch up for students.	<ul style="list-style-type: none"> <li>Gaps in knowledge and understanding due to lost learning and misunderstood content as a result of school closure addressed.</li> <li>Increase in student confidence</li> <li>Connections made between the out of class learning in intervention and classroom teaching</li> <li>Student progress back on track</li> <li>Students prepared for next steps</li> </ul>		Staffing costs £10000 per mentor £15000 lead mentor	JB

	significantly behind where we would expect them to be.						
Intervention to support subject specific learning	<ul style="list-style-type: none"> <li>Students in need of additional learning in a range of subjects identified</li> <li>Teachers recruited to support additional intervention for small groups and individuals</li> </ul>	B	Using teaching staff at the college will build on existing relationships between staff and students The EEF cite this as important for effective intervention.			Staffing costs in the region of £10,000 £20,000 -exact need yet to be identified.	
Developing the role of the tutor to support students as learners	<ul style="list-style-type: none"> <li>Pastoral development time to focus on developing the role of the tutor</li> <li>HoH to establish clear expectations and tutor pairings</li> <li>HOH and HoF to work together to track engagement and celebrate student success/good work</li> <li>Relaunch praise using class charts and report praise to parents</li> </ul>	B C	Research indicates that supportive tutors who act as academic mentors to students can have a direct impact on student engagement and learning. This will strengthen and further develop the student-tutor relationships and sense of belonging to a community (tutor/House/College) that have grown during college closure.	<ul style="list-style-type: none"> <li>Develop independent learning skills</li> <li>Connect curriculum and pastoral systems within the college</li> <li>Students feel supported by their tutors</li> <li>Students make expected progress</li> <li>Students prepared for the next step in education/employment</li> </ul>		£2000	

### Tier 3: Wider strategies that address non-academic barriers to success in school

Strategy	Actions	Objectives addressed	Rationale	Desired outcomes	Evaluation	Estimated spending	Staff lead
Counsellors	<ul style="list-style-type: none"> <li>Identify students who would benefit from professional support services</li> <li>Timetable provision according to individual need and COVID safe operating guidance</li> </ul>	C	Supporting student SEMH need is essential to ensure academic success. The counselling service offers a bespoke way to support students in dealing with barriers that may impede successful learning.	<ul style="list-style-type: none"> <li>Happy students</li> <li>Successful students</li> <li>Confident students</li> <li>Resilient learners</li> <li>Improved attendance and engagement</li> </ul>		£10000	DAE LOR
Additional pastoral support provision to	<ul style="list-style-type: none"> <li>Additional time allocated to pastoral support team to help families engage with school</li> <li>Tracking of communication and engagement</li> </ul>	C	Supporting students and families during a period of increased vulnerability due to COVID – unemployment, health concerns, difficulties engaging with home learning.	<ul style="list-style-type: none"> <li>Safe children</li> <li>Supported families</li> <li>External agency engagement</li> <li>Improved mental health of the college community</li> </ul>		£5000	DAE LOR

engage and support families			Increased presence in the community and more regular communication with our most vulnerable families to offer support and encourage engagement.				
Enhanced Performance Academy and extra-curricular provision to encourage engagement and support SEMH	<ul style="list-style-type: none"> <li>Performance academy provision expanded to include life skills such as cooking and careers</li> <li>Identify and support extra-curricular provision that can help to overcome engagement barriers and support student SEMH need</li> </ul>	C	To provide a holistic approach to learning beyond the classroom to best support the recovery of the whole person. To develop skills beyond the planned curriculum and help support students to be ready for their next steps.	<ul style="list-style-type: none"> <li>Students develop self-confidence, self-belief and self esteem</li> <li>Students engage with additional provision</li> <li>Students have skills and knowledge to support next steps.</li> </ul>		£ 5000	LJR