

The Priory Academy LSST Catch Up Funding strategy statement

As part of the government's £1 billion of funding to support children and young people to catch up lost time after school closure they have provided schools and academies with a one-off universal catch up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time

Schools should use this funding for specific activities and resources to support their pupils to catch up for lost teaching over the previous months, in line with the curriculum expectations for the next academic year in [actions for schools during the coronavirus outbreak](#).

While schools can use their funding in a way that suits their cohort and circumstances, they are expected to use this funding for specific activities and resources which will help pupils catch up on missed education.

The plan for how the Priory Academy LSST will use this funding is set out below.

School overview

Metric	Data
School name	Priory Academy LSST
Pupils in school	1800
Catch Up Funding allocation this academic year	£107,000
Academic year or years covered by statement	7-13
Publish date	October 2020
Review date	October 2021*
Statement authorised by	Mrs J Hopkinson
Catch Up Funding Leads	Mrs S Davis and Mr I Dinnie
*LSST's statement on catch-up funding is to be reviewed by 31 st December 2021, in line with official guidance from the Department for Education.	

Diagnostic work undertaken since school return:

- Teaching staff have used a variety of assessment methods to determine what learning has been lost and which students have lost key learning
- All Heads of Dept have reviewed the curriculum to identify key areas of focus and where adaptations need to be made. They have also identified who the students are they will be intervening with and how they will do this – for all years.
- EBACC departments have identified Year 11 students in need of further small group intervention to be supported, possibly through the NTP.
- GL Assessment CAT testing with pupils in year 7.
- GL Assessment reading testing with pupils in years 7 and 9.
- GL Assessment spelling testing with pupils in years 7 and 9.
- No More Marking national writing baseline with year 7.
- GCSE mock assessments with year 11 – December 2020.
- Year 10 and 12 mock assessments June 2021.
- Heads of Year and Pastoral Learning Mentors in close communication with more vulnerable students and families to identify and support specific areas of need.
- All Pastoral staff have monitored behaviour / attendance / student voice and pastoral issues to identify those students who have been negatively affected by lock

Metrics identified for identification of impact:

- Attitude to Learning Grade data:
 - analysis at department level by Head of Department and analysis at year group level by Head of Year
 - Regular Head of Year meetings with Assistant Headteacher
- Attainment and progress data
 - Regular meetings between Heads of Department and Deputy Heads to review AtL and progress data.
- Head of Year module meetings with Headteacher to review year group data – safeguarding/attendance/AtL/Progress
- Year 7 and 9 Reading and spelling data
- Digital access surveys with students
- Student voice – remote learning during lockdown/returning from period of isolation
- SIMS RAG reports monitoring engagement during partial closure in Modules 3 and 4
- SharePoint access reports for key students and cohorts
- SLT review of Department SharePoint areas to QA ongoing provision
- Attendance data for key students and groups of students
- Pastoral monitoring processes – reports/meetings/student voice/TAC/PSP/ABSR PSP
- LS review meetings for students with SEND
- GL PASS (Pupil Attitude to Self and School) surveys to be undertaken in September 2021

Teaching priorities for Covid Catch Up

<p>High quality teaching for all: clear explanations and scaffolding; cognitive and metacognitive strategies.</p>	<p>Continued development of key areas of metacognition, language for learning and assessment through Priory Federation CPD to support high quality teaching for all.</p> <p>Teaching and Learning expectations re-visited at start of year and regular reminders issued.</p> <p>Updated teaching and learning Covid protocols and procedures shared regularly with all staff.</p> <p>Provision of additional department resources to support high quality teaching under the new systems in place to meet Covid 19 guidance.</p> <p>Continued focus on reading and literacy across the academy to exploit the links between reading and school success:</p> <ul style="list-style-type: none">• Reading at start of each lesson to support transitions• Form time reading and Priory Passport reading log• Provide all year groups with access to library provision under the new systems• Renew online subscriptions to materials supporting literacy and numeracy.
<p>Effective diagnostic assessment: effective assessment tasks for diagnosis and identification of pupils for intervention; sequence of assessments; role of feedback.</p>	<p>Quality first teaching and assessment points in line with subject curriculum plans are the driver in the assessment of gaps to inform planning and teaching and also in identifying students for additional intervention.</p> <p>Low stakes assessment in line with curriculum plans</p> <p>Year 11 mocks in certain subjects in November.</p> <p>Afterschool revision programme</p> <p>Routine department feedback and marking procedures</p> <p>Year 7 Cognitive Ability Tests in the absence of SATS to inform teaching.</p> <p>Communication with the main feeder primary schools resulted in a consistent</p>

	<p>response that the Year 6 curriculum was complete by lockdown as they were concentrating on SATS preparation. No more marking trial in English – writing assessment which will give feedback about students’ written ability in Year 7.</p> <p>Assessment is one of the key areas of focus from the CPD programme from 2019-20 which continues and is complemented by the Trust wide use of Tom Sherrington’s Walkthrus for CPD going forward.</p>
<p>Supporting remote learning: quality of teaching more important than methodology; importance of digital access.</p>	<p>Our approach to the setting and delivery of remote learning has been robust and of very good quality throughout the period of lockdown with high expectations. This means that if there was to be a further lockdown, the provision of remote learning will continue to be of a high quality and with incremental skills development for staff in the use of Teams/Streams and other online resources, will supplement the blended learning approach to remote learning.</p> <p>Staff continue to set home learning in line with their curriculum plan and schemes of work.</p> <p>Staff continue to set work in line with their teaching timetable and student timetable.</p> <p>All work and resources are uploaded to SharePoint in the subject folders and relevant teacher folder for students to access.</p> <p>If students must self-isolate, parents are sent an email as standard informing them where the work is to be found.</p> <p>Staff will continue to be tenacious in chasing the completion of work and ensuring students engage with it and continue to assess in line with their assessment schedule and departmental marking and feedback procedure.</p>

	<p>All staff have now had training in Teams, and all teaching staff now have an allocated webcam</p> <p>The majority of teachers are now teaching online lessons – either live or recorded</p> <p>All students who had digital issue in lockdown have been identified and loaned a computer and dongle if necessary. Further surveys have been carried out to identify needs around access to technology and support provided.</p> <p>More laptops have been acquired and are being loaned where digital issues arise. Vast majority of students and parents have now given permission to access Teams.</p> <p>Additional computers/hardware/software/resources for teaching rooms repurposed to enable year group bubbles and ensure all have appropriate access to technology and materials.</p>
<p>Professional development: up front training followed up with thorough coaching, modelling and support for application.</p>	<p>During the first period of lockdown and continuing into 2020-21 academic year a range of CPD support has been provided to all staff on effective remote learning.</p> <p>SLT and other relevant staff led CPD on remote learning not only in the academy but across the Trust.</p> <p>Ongoing CPD support with remote learning. Alongside the CPD around remote learning staff have continued to engage in the Trust CPD offer focusing on metacognition, language for learning and assessment from 2019-20.</p> <p>From January 2021 staff have begun to utilise the Trust CPD offer based on the Walk Thrus series from Tom Sherrington.</p> <p>Throughout the period from March 2020 staff have engaged in a wide range of remote CPD opportunities that have been on offer. Particularly in the impactful areas of language development, comprehension, metacognition, and self-regulation, and on effective remote</p>

	learning and supporting the emotional and wellbeing needs of students.
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Targeted academic support for Covid Catch Up

<p>High quality small group/ one to one support</p> <p>Engagement with National Tutoring Programme/ Academic Mentor programme</p> <ul style="list-style-type: none"> • Ensure the content of tutoring sessions aligns with classroom teaching • When in the school day will tutoring take place? • How will pupils be selected and grouped for tutoring? • How will positive relationships between tutors, teachers and pupils and their parents/ carers be established and maintained? • How will pupils and teachers most effectively receive feedback from tutoring sessions? 	<p>Initial use of NTP to support identified Y11 students in EBACC subjects.</p> <p>Cohort identified and set up with tutors through Tute – original plan was to run after school sessions with students in school. January lockdown interrupted plan and we switched to tutoring at home.</p> <p>Mixed feedback from students and parents. Moving to trial with a Year 10 cohort focusing on Geography.</p> <p>Review and expand to other subjects and year groups if effective.</p> <p>Small group tuition delivered by English, Maths and Science teachers to targeted students in Year 10 and 11 with adapted curriculum.</p> <p>Year 7 students identified through primary school information, CATS data and No More Marking assessment receive small group tuition from English teacher.</p>
<p>Effective deployment or redeployment of teaching assistants</p>	<p>Learning Support Assistants with full teaching qualifications running small Year 11 intervention groups focusing on English and Maths with hard to reach students.</p> <p>Additional literacy and numeracy small group support provided for targeted Y7 and 8 students – curriculum adapted to enable time.</p> <p>LSAs run before school and after school support sessions for literacy/numeracy/homework.</p> <p>ELSA support for targeted Y7 students.</p> <p>Wellbeing groups run for targeted Year 7 and 8 students.</p> <p>LSA's deployed to work with specific year groups, utilising LSA's knowledge and</p>

	<p>relationships with SEND children within that year group.</p> <p>LSA's able to access, via Sharepoint when need to support students outside of the classroom environment.</p> <p>Support strategies and best practice shared with staff.</p> <p>Support staff have excellent knowledge of SEND children following transition and regular training</p> <p>CPD opportunities shared by SENCO.</p> <p>SENCO sharing condensed best practice and liaising with parents and professional</p>
<p>Additional support for students with SEND</p>	<p>SEND and PP students get priority access to support groups outlined above.</p> <p>Additional support and tuition provided through LSAs to SEND students in Year who have an adapted curriculum.</p> <p>Deploying dedicated LSAs and key support staff to early morning catch up, using tailored programmes.</p> <p>LSA deployment within year group bubbles</p> <p>Adjust routines or environment e.g. chairs, movement between classrooms, arrival/ departure to academy, safe spaces etc.</p> <p>Regularly disseminating support strategies to staff</p> <p>Use of Pastoral and Year area safe spaces for SEND students to use as and when deemed necessary by staff - timeout strategy or in support of students' mental wellbeing.</p> <p>Communicating with professionals and parents/carers via remote software.</p> <p>Emotional and behaviour support arranged via external providers for targeted SEND children.</p> <p>Lunchtime activities in year group areas staffed by LSAs.</p> <p>SEN students have been supported with the changes to routines and procedures by a wider use of LSAs and nurtured by the LS</p>

team - SEN students are prepared in advance of any changes to their school day.

Wider strategies for Covid Catch Up

<p>Supporting pupils social, emotional and behavioural needs: review current SEL curriculum.</p>	<p>On top of our existing mentoring and counselling provision provide additional support through external agencies to support the increasing number of young people experiencing mental health difficulties as a result of the pandemic and school closure. We will use external support that has proved effective in supporting young people previously: Nurture Garden, Mick Kelly, Energize</p> <p>Ongoing review and development of Awareness programme to meet social and emotional needs stemming from the pandemic and wider societal issues.</p> <p>Bespoke Drop Down Days and remote Streamed workshops/ assemblies presented to students – core themes: Knife Crime, Drugs and Alcohol Awareness, Relationship & Sex Education, Online Safety, Road Safety and Anti Social Behaviour.</p>
<p>Planning carefully and adopting a social, emotional learning curriculum combined meaningfully with an academic curriculum.</p>	<p>Our routines and expectations were clearly communicated to parents and students prior to full return. Tutor time concentrated on going through these with students in detail and re-caps key points each week.</p> <p>Pastoral Learning Mentors appointed in Year 12 and 13.</p> <p>Embedded virtual assemblies.</p> <p>Students read at the start and end of every lesson to ensure teachers are able to meet classes in a calm and orderly way.</p> <p>Students are escorted/supervised by a teaching member of staff when they are moved from the bubble to be taught in a specialist teaching room. Students understand this and wait in the bubble to be collected.</p> <p>High levels of supervision and SLT support.</p> <p>Development of tutor time routines and activities with a weekly focus on key expectations.</p> <p>PLMs hold regular check ins with Disadvantaged and other vulnerable students and maintain regular communication with students & parent/carers. Support for disadvantaged uniform issues.</p>

<p>Communicating with and supporting parents: plan communications; audit what worked well in lockdown; personalise where possible; focus on routines and habits for learning rather than the curriculum itself.</p>	<p>Throughout the period of lockdown and in the reopening to Year 10 students and then full reopening to all students, parents have been kept fully informed by regular letters and in touch messages. This level of communication and quality of communication will continue.</p> <p>Clear communication of how remote learning would be set and how parents would know what was set so they could support.</p> <p>Parent voice has been taken into account at all stages and concerns and queries responded to by relevant staff.</p> <p>Student routines and expectations were communicated to parents and reminders sent at key points.</p> <p>Pastoral teams have been in regular communication to reassure parents about the measures in place to reduce the risk of transmission.</p> <p>Teams meetings and safely carried out home visits have taken place for families with complex health conditions and anxieties around school attendance to reassure families and work towards improved attendance.</p> <p>Use of Anxiety Based School Refusal Pastoral Support Plans put in place in collaboration with families and Healthy Minds/Mental Health Support Team to support increased attendance for vulnerable students.</p> <p>Appointment of Pastoral Learning Mentors in Years 12 and 13 to support increased communication with parents and carers in Sixth Form.</p> <p>DSL/DSOs, Pastoral Learning Mentors, Heads of Year, SENDCO and Learning Support Assistants have formed strong relationships with parents and carers of vulnerable, disadvantaged, SEND and hard to reach students throughout the periods of closure and reopening.</p>
<p>Additional SEMH support offer. How are students identified?</p>	<p>On top of our existing mentoring and counselling provision provide additional support through external agencies to support the increasing number of young people experiencing mental health difficulties as a result of the pandemic and school closure. We will use external support that has proved effective in supporting young people previously: Nurture Garden, Mick Kelly, Energize</p> <p>Regular safeguarding reminders for all staff on signs to be aware of and increased vigilance of student's emotional and mental health, and report even the slightest of worries using usual MyConcerns system.</p>

	<p>Pastoral Team review concerns and organise most appropriate source of support. Interventions are reviewed and adapted as needed.</p> <p>Additional training and CPD for pastoral staff – Mental Health First Aid, Psychological First Aid, Counselling courses, LCC Designated Teacher training, LCC Attendance Workshops</p>
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Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	<p>Supporting staff in adapting to the new systems in place and having much more movement around the site.</p> <p>Supporting staff wellbeing with increased concerns around the new systems and the pandemic.</p> <p>Ensure staff understanding and confidence in using different strategies to support remote learning.</p>	<p>Regular communication about systems.</p> <p>Staff access to support through line managers, SLT and HR.</p> <p>Training and drop in sessions on remote learning strategies.</p>
Targeted support	<p>Accurate identification of gaps ad where support is needed.</p> <p>The quality of tuition through NTP</p>	<p>Use of ongoing assessment to track record and assess areas of need and quality of interventions.</p> <p>Member of SLT monitoring NTP provision.</p>
Wider strategies	<p>Supporting wellbeing of pastoral staff to support increased levels of need and anxiety in students following the closure and in the ongoing pandemic.</p>	<p>Close monitoring of pastoral staff through SLT – availability of professional supervision if required.</p>