| Improvement Area - Catch Up Premium 2020/2021 | | | | | | |
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| Key Priority: | | Finance: | | | | |
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| To effectively utilise catch up premium to recover the learning loss during the pandemic by focusing on three key areas EEF (tiered modeled approach): | | £101,760 | | | | |
| Teaching- Behaviour for Learning, Accurate assessment of pupil progress, SE Learning, ICT Infrastructure, | | | | | | |
| Remote Learning Access and Mentoring for DP. | | | | | | |
| Targeted Academic Support- Structured interventions, Literacy and Numeracy Catch Up, School | | | | | | |
| counsellor and holiday revision sessions. Wider Aspects - Effective remote learning, ICT & AV Infrastructure and Be | ehaviour for learning | | | | | |
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Context

Government funded - Allocation is calculated on a per pupil basis, each SJP registered student receives a total of £80. Areas of context to focus spend:

Year 7 - SE learning (due to a long absence from school), assessment, literacy and numeracy catch-up intervention.
Year 8 - Behaviour for Learning, assessment and mentoring
Year 9 - Behaviour for Learning, assessment and mentoring
Year 10 - Behaviour for Learning, assessment, English and maths catch-up, holiday revision sessions and mentoring
Year 11 - Behaviour for Learning, assessment, English maths and senice catch up, holiday revision sessions mentoring
Yr 7-11 - Remote learning and ICT/AV infrastructure within the school.

| Success Criteria | | | | | | |
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| High quality teaching | | | | | | |
| Teachers' understanding of behaviour management / trauma informed practice is improved through the delivery of high quality training. | | | | | | |
| Purchase of IT equipment supplements DIE allocation and enables access to the remote learning platform for all pupils. | | | | | | |
| Pupils are assessed accurately using robust systems (Data, snapshots, WS, review days, PRT, assessment week, LM, subject data reviews, Q&A, objective setting for LPS) | | | | | | |
| The management of the most challenging pupils improves. | | | | | | |
| Improved well being of students most in need (Pupil referrals/ Attendance data/ counselling and mentoring session reviews) | | | | | | |
| High quality teaching delivery is supported by purchase of high quality AV equipment and improved IcT infrastructure upgrade (especially in core areas of learning). | | | | | | |
| Increased number of Yr 11 pupils achieving at least a grade 4 in English, maths and science (Data) | Increased number of Yr 11 pupils achieving at least a grade 4 in English, maths and science (Data) | | | | | |
| Audit of Y11 mindset and wellbeing identifies pupils in need of mentoring / coaching | | | | | | |
| Y11 attitudes / mindset / resilience improve through carefully targeted intervention | | | | | | |
| Engagement of all students (particularly the most vulnerable improves) (Case studies / outcomes) | | | | | | |
| Targeted academic support | | | | | | |
| Effective 1:1/ Group tuition for those pupils most in need and affected by school closure (Relevant Data/ HOD & HOL referrals/ GL assessments) | | | | | | |
| February half term and Easter holidays KS4 teaching sessions (Relevant Data/ HOD / HOL) | | | | | | |
| Wider strategies | | | | | | |
| Well being of staff and students is given high priority (Staff questionnaire/ Pupil referrals/ Attendance data/ mental health questionnaire/ GL assessments) | | | | | | |
| Improvement in behaviour and attendance (Classcharts evaluation/ Relevant data) | | | | | | |
| Attitudes and wellbeing of Y7 improve. | | | | | | |
| Vulnerable pupils' wellbeing improves through the deployment of a counsellor to work with staff and students who are most in need. (CPOMS evaluation/ HOL referrals/ staff self referrals/ mental health questionnaire/ GL assessments) | | | | | | |
| Communication with parents is improved through the use of an online conferencing platform (School Cloud): attendance at meetings improves. | | | | | | |
| Accountable Bodies have a clear understanding of our use of catch up premium (HT reports to LGB, CO reports to Directors) | | | | | | |

| | | | | | | Not be published on SJP website. For internal use only | | | |
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| Actions | Lead person | Time Scale (Start and End dates) | Training / CPD needs | Resources/Costs/Time | | Spend - Review Point - 31.3.21 Spend - Review Point - 30.4.21 | | | |
| Create overview and vision for policy with SLT | BDN /MSS | September - October | NA | Meeting Time | £100.00 | | | | |
| Create a CPD Behaviour for Learning programme of content (See below) | PM / SLT | September - End of Year | Trauma informed behaviour management | Meeting Time. | £5,000.00 | | | | |
| Communicate our system for robust and accurate assessment of pupil progress | SLT/ HOD, HOL, Staff | September - Dec | Assessment CPD | CPD, Twilight | £1,000.00 | | | | l |
| Employ a 1 year fixed contract counsellor to work with staff/ students. | MSS / BDN | October - End of Year | Induction. | Office space/ line management/ salary | £20,000.00 | | | | |
| Therapeutic sessions with those students most affected by the pandemic | JLG/ BDN | January - Year End | Therapeutic Cognitive behaviour therapy training delivered by Laura Kirkham to SJP staff | Assessment of student, office space, training space for SJP staff. | £10,725.00 | | | | |
| All stakeholders have a clear understanding of our use of catch up premium | MSS / BDN | September - October | NA | Communication | £100.00 | | | | |
| Lost learning - Identification of those pupils most in need by using standardised testing- GL Assessment, CATS & NGRT | SLT/ HODS / LD | Each LP | NA | Data/ Meeting time/ department review time | 5000 + COST OF GL, TBC | | | | |
| Easter & Summer Holiday KS3/& 4 teaching intervention sessions & resources | SLT/ Teaching Staff | Feb- April | NA NA | Subject staff to deliver paid holiday sessions | £15,000.00 | | | | |
| Easter & Summer SJP Holiday Activity Camp for PP students | BDN/ KJ / PJ | Jan- April / April - Summer | Basic First Aid Refresher for Camp Leader | Funding contribution towards :Opening of school premises/ staffing costs/ catering costs/ resources | £2,735.00 | | | | |
| EnMa & EBacc/ vulnerable group intervention & intervention resources. | SLT/ Relevant HODS | October - End of Year | | EnMa intervention staff. One day per week | £26,000.00 | | | | |
| Yr 7 SEL gaps identified from completion of Pupil Attitude to Self & School. (GL Assessment) | JG/Yr 7 HOL | September - Dec | SE Training/ Designated SE Lead | SE Training cost | 2000 + COST OF GL - TBC | | | | |
| Identifying DP who would benefit from mentoring sessions. | HOLS/ Form Tutors | September - Year End | | Additional Meeting time, training cost | £100.00 | | | | |
| Mentoring sessions for DP. | Form Tutors | September - End of Year | Mentoring training | Subject staff to deliver after school sessions | £8,000.00 | | | | |
| CPD Behaviour for Learning Programme | | | | | | | | | |
| Continued support from Paul Dix, in identifying training needs and resources for staff and pupils. | | | | | | | | | |
| Staff pair / trio / group work focusing on strategies to manage our most challenging pupils. | | | | | | | | | |
| Session 1 - Push & Pull | | | | | | | | | |
| Session 2 - The Impact of the adult | | | | | | | | | |
| Session 3 - Relentless routines | | | | | | | | | |

| Sessio | n 4 - Restorative Follow Up | | | | | |
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| | | | Autumn review | Spring Review | Summer Review | Impact |
| 1 | Create overview and vision for policy with SLT | | Shared and communicated with all stakeholders. | Strategy reviewed and updated to reflect needs of students/staff after 2nd school closure period. | Strategy reviewed and updated to reflect needs of students/staff in summer term | Middle leaders felt supported in targeted intervention. Pupils and parents knew there was support for them. Wellbeing is firmly at the top of the agenda. |
| 2 | Create a CPD Behaviour for Learning programme of content (See below) | | Session 1 - Push & Pull Session 2 - The Impact of the adult Session 3 - Relentless routines Hub staff training session Staff pair / trio / group work focusing on strategies | Middle leader training on 'Scripts', 'Coaching Support plans'. Analysis of data- exclusion and hub referrals. Further training for 'hub' staff and classroom staff. | Contined CPD | Several success stories for vulnerable and disadvantaged pupils. The disrupted year and competing priorities have meant that this has taken a back seat on occasion. This will be continued next year. |
| 3 | Communicate our system for robust and accurate assessment of pupil progress | | Target setting process (FFT) embedded and effectively working , CMO attending 'Lead Assessment Course', L1 & 2 AFL monitoring, Early response to 'ranking' process as part of our | HOD CPD completed on the award of TAGS. TAG to run in line with SJP assessment and pupil progress procedures. | Senior Leader/ Middle Leader CPD trianing taking place in the summer term | Ongoing exploration of assessment tools has led to greater awareness of their value and future use. TAGs process has been made easier through the use of FFT etc |
| 4 | Employ a 1 year fixed contract counsellor to work with staff/ students. | | Joan Lamb - One day per week, employed as a student mentor. | Joan Lamb increased caseload. Currently working 2 days a week. Working as part of the SJP SEN strategy to tackle mental health | Continued counselling | Informal feedback on how it's gone with pupils. Joan Lamb feedback from parents |
| 5 | Therapeutic sessions with those students most affected by the pandemic | | | Laura Kirkham- Laura is in the early stages of her work with a small group of Yr 8 pupils | 6 students have benefited from Laura's expertise | Feedback from Laura, Warren's comments. |
| 6 | All stakeholders have a clear understanding of our use of catch up premium | | Governors informed of catch up plan in Sept 20 Governors to be updated Feb 21 Plan to be shared with Quality of Education Panel | Governors informed of catch up plan in Sept 20 Governors were updated in Feb 21 Plan to be shared with Quality of Education Panel | Update to Govening body vai Head teacher | Governors have a clear view of how the funds are being used and are able to mak |
| 7 | Lost learning - Identification of those pupils most in need by using Assessment, CATS & NGRT | standardised testing- GL | | Entire Yr 7 & 8 cohort to complete CATS testing W/C- 19/4/21. NGRT and PASS tests to be completed in summer term | NGRTS Planned for the final week of school | Leaders and teachers have data on which to make future decisions. Some of it is questionable in terms of reliability. The data can be used to identify gaps, target set and monitor pupil progress. |
| 8 | Easter & Summer Holiday KS3/& 4 teaching intervention sessions & resources | | Easter sessions to be organised - Yr11 students. | Completed Easter Revision Camp for Yr13,11 and 8 students. Students selected by departments after assessment of gaps in learning. Summer holiday sessions be coordinated. | DFE Summer Transition Camp & Departmental Summer Camps | Easter revision was well attended. Pupils' TAGs were successful (qualification level data.) Summer holiday Y6 - 7 transition camp will take place for all pupils. |
| 9 | Easter & Summer SJP Holiday Activity Camp for PP students | | | Completed 4 day SJP Easter Activity Camp (HAF & Catch up funded). 60 FSM attended each day. Focus on PA/ Nutrition/ Enrichment and Wellbeing | 4 day x 2 weeks Summer Holiday Provision (30 children) | Successfully impacts over 70 FSM children throughout the holiday period. |
| 10 | EnMa & EBacc/ vulnerable group intervention & intervention resou | urces. | | Fully coordinated and funded 'Catch up' intervention programme in place for Yr 10 & 7 students across all EBacc subjects. Staff/ student ratio 1:5. Students selected after assessment of gaps in knowledge. | Continued throughout the summer term | Impact seen through after school sessions. Informal and formal (data). |
| 11 | Yr 7 SEL gaps identified from completion of Pupil Attitude to Self & | s School. (GL Assessment) | On pause due to school closure in Jan 20'. Sessions to be completed remotely during curriculum time. AR/CORE PE lessons available - SLT to coordinate | Yr 7 students to complete 'PASS' assessment during in the summer term. Data analysed and SEL needs identified. Sharron Griffith and Chloe Breen to deliver SEL group coaching sessions | Planned for the final week of school - decisions about intervention will be made from there. | Carried to September 2021 |
| 12 | Identifying DP who would benefit from mentoring sessions. | | On pause until the school population return. DP mentoring guidelines and docs produced and ready to be implemented when the students return to school. | DP students to complete 'PASS' assessment. Data to be analysed and form tutor mentoring sessions to be coordinated in response. (See DP mentoring TAB below) | Carried to September 2021 | Carried to September 2021 |
| 13 | Mentoring sessions for DP most affected by the pandemic . | | Small group mentoring sessions for DP children to be coordinated using non form tutors to deliver sessions during AR | DP students to complete "PASS" assessment. Data to be analysed and form tutor mentoring sessions to be coordinated in response. (See DP mentoring TAB below) | | |
| | | | | | Carried to September 2021 | Carried to September 2021 |

SEL workshops, counselling, therapy, targeted 1:1 intervention, improving T&L (reading and thinking).