



Clifton Community School

Covid-19 Catch-up premium spending: Summary

Academy	Clifton Community School	Allocated Funding (Catch-Up)	£64,200
Number on roll (Total)	870 (803 October 2019 Census)	Allocated funding (National Tutoring Programme)	£-
% student Premium Eligible Students	60%	Number in Sixth Form	None

Strategy Statement
<p>At Clifton the aim of our catch up plans are to:</p> <ul style="list-style-type: none">▪ raise the attainment of all pupils and close the gap created by COVID-19 school closures▪ to reduce the attainment gap between disadvantaged pupils and their peers <p>The catch up premium strategy will be implemented using the following core approaches:</p>
Quality First Teaching

- Ensuring high quality teaching and learning for all
- Effective and diagnostic assessment and feedback
- Implementation of blended and remote learning policy
- Supporting remote learning for all
- Focus on staff professional development
- High quality one to one and small group tuition
- Academic tutoring

Wider strategies

- Supporting students' social, emotional and behavioural needs
- Planning carefully for adopting a Social and Emotional Learning curriculum
- Communicating with and supporting parents

Barriers to future attainment: Academic barriers	
1	A lack of accurate prior attainment data for cohort 2025 (new Y7) given the cancellation of SATs and extended transition activities.
2	Literacy and numeracy 'gap' on entry: reading and numeracy programmes have not taken place to since March 2020 in Y7 & Y8

3	Slower rates of progress for students with SEND and those in receipt of Pupil Premium in core subjects
4	Gaps in curriculum coverage throughout lockdown as identified by each Head of Faculty
5	Gaps in retention of knowledge and skills hindering student progress particularly SEND and PP pupils
6	Poor levels of social, emotional and mental health for a significant number of students (including LAC) impacts on behaviours for learning
7	Language barriers for students with EAL
8	Low levels of ICT skills needed to access blended and remote learning

Additional Barriers: External barriers	
9	Higher rates of absence and persistent absence pre and post lockdown
10	Low levels of device ownership and access to broadband limiting the capacity to engage with online learning
11	Gaps in 'careers and further education' advice and guidance
12	A lack of specialised resources to support home learning e.g Art materials
13	A lack of routine and structure following an extended period away from school during lockdown
14	High numbers of students joining the school in year
15	Covid control measures reducing the opportunity to have contact with parents via traditional methods e.g. parent evenings

Planned expenditure for academic year 2020-21

Quality First Teaching and Bespoke Academic Support					
Aim	Strategic Action	Led by	Success Criteria	Monitoring and Evaluation	Cost
1. To accurately assess the ability of cohort 2025 with baseline tests and refine the curriculum accordingly.	<ul style="list-style-type: none"> a. Purchase and implement baseline tests for English: b. 3x NGRT and NGST tests for all students in Year 7. c. Comparative marking test for writing baseline. d. Implement baseline testing in Maths and Science e. Rigorous analysis and comparison of baseline assessment data with previous CCS Cohorts. f. Generate realistic yet aspirational target levels for Y7 pupils in all subjects. g. Additional curriculum time allocated for English and maths for Y7 & Y8 	EWE	<p>Y7 students will be in the accurate set.</p> <p>Evidence of teachers using baseline data to inform planning and delivery.</p> <p>Evidence of students accessing additional literacy and numeracy making gains in their learning and secure good progress.</p>	<p>M: Student progress to be monitored through data meetings after each data collection, starting October 2020 by SLT and leaders of core subjects.</p> <p>E: SLT to carry out deep dive MER to assess quality of intervention literacy and numeracy and support for students.</p>	£ 2,300
2. To accelerate progress of students requiring literacy and numeracy intervention	<ul style="list-style-type: none"> a. Purchase ebook programme to allow continuation of Accelerated Reader with Y7 and Y8 given the Covid control measures. 	JMR & EWE	<p>Students have access to weekly reading sessions while zoning restricts use of the library and as a result develop regular reading habits.</p>	<p>M: Analysis of data collections and results of tests</p> <p>E: Observations and work scrutiny to monitor the use of ebook, quest level 3 and</p>	£1,000

	<ul style="list-style-type: none"> b. Quest Level 3 books purchased for the SFA programme to allow progression for Y8 and 9 students from Level 2. c. Refine the numeracy curriculum in Maths lessons for Y7 & Y8 address the gaps identified from baseline tests. d. Deploy additional mentor support in numeracy lessons 		<p>Reading assessment data will show an increase in reading ages in line or above expected increase.</p> <p>Numeracy assessment data shows that 90% of students narrow attainment gaps between their peers.</p>	<p>numeracy programmes. Student voice to evaluate impact of strategy.</p>	£1,150
3. To accelerate rates of progress of students including PP and SEND in core subjects.	<ul style="list-style-type: none"> a. All subjects to develop online learning materials to enable students to engage with learning at home. b. Subjects to purchase specific resources that pupils can access online to include: <ul style="list-style-type: none"> - Educake (Science) - Maths Watch - MathsPad - Language Nut - This is Language c. Mentoring in English, maths and Science us 	<p>JMR & EWE</p> <p>JMR & HoF</p>	<p>Students have access to appropriate learning materials and as such engage with remote learning and online resources.</p>	<p>M: Use of Bromcom to analyse the attendance of students to online lessons and software trackers to monitor levels of engagement with individual learning packages.</p> <p>E: MER to include QA of online lessons, pupil and parental voice to evaluate the impact of the strategy.</p>	<p>£3,000</p> <p>£2,400</p>
4. To ensure necessary adaptations to curriculum planning are	<ul style="list-style-type: none"> h. Recovery Curriculum designed in response to DC1 and Cohort 2021 	<p>THA & JMR</p>	<p>Y11 students have access to catch up sessions. By November, 90% of the Y11</p>	<p>M: Analysis of data collections and mock data to ensure sessions are well targeted and</p>	

<p>implemented to address gaps in learning</p>	<p>meeting information.</p> <ul style="list-style-type: none"> i. Plans shared with FL. j. Intervention cohorts identified by FL. k. Planning of sessions to address gaps in learning. l. Bespoke timetable of Period 5 Twilights and Half Term Boosters in place. m. Students to attend Twilight sessions for EBacc subjects and Half term boosters focusing on coursework for Options subjects. n. Stage 2 of recovery curriculum planned using mock data/DC2. Timeline for scheduled catch up sessions in place. o. Y10 recovery sessions for Option subjects planned for Period 5 from after February Half Term. 		<p>cohort have been offered twilight or half term booster sessions. A total of 401 sessions have taken place. 75% attendance (302/401 sessions).</p> <p>Increased number of students meeting likely targets in DC2.</p> <p>Mock exam data reflects improvement.</p> <p>Y10 students have access to catch up sessions in Option subjects.</p>	<p>well attended.</p> <p>E: Evaluation of student progress data to ensure identified gaps are addressed and sessions have impact.</p>	<p>£2,000</p> <p>£2, 000</p>
<p>5. To enhance existing strategies for memory retention with all students.</p>	<ul style="list-style-type: none"> a. All subjects to create materials linked to key concepts, skills or knowledge to enhance existing curriculum resources. b. Materials shared with students via Google 	<p>JMR</p>	<p>Students have access to appropriate resources and fully engage with home learning activities.</p>	<p>M: Student voice to determine if the resources are beneficial.</p> <p>E: Student data to determine impact.</p>	

	<p>Classroom.</p> <p>c. CPD for teachers on recap strategies and interleaving to promote better retention of information. (w/c 22nd February)</p> <p>d. Revision guides bought and distributed to all Y11 students in Science and Y10 and 11 students in maths.</p> <p>e. Assign identified students in Y11 a mentor through the Trust academic mentoring programme</p> <p>f. Master classes to be delivered by Directors and FLs, in English, Maths and Science with identified students to help convert 4's to 5's and Grade 7+</p>		<p>Teachers plan and deliver learning activities that promote development of learning and memory.</p> <p>100% of students in Y10 & Y11 have access to a range of materials.</p> <p>100% of identified students engage with all mentor sessions. As a result student data shows consolidation or improvements in predicted grades.</p> <p>Identified students attend the sessions and make gains in their learning.</p>		<p>£300</p> <p>£1,300</p> <p>£1,400 3 x mentors costed at £12.90 per hour 3 times a week for 12 weeks</p>
6. To ensure appropriate provision for: LAC students & students with SEMH needs	a. Appointment of TA to be an advocate for children in care.	NTU	<p>All LAC students engage with remote learning.</p> <p>Improved outcomes for LAC students.</p> <p>Improved effort grades for</p>	<p>M: Attendance to online lessons monitored through Bromcom.</p> <p>E: MER activities to evaluate the impact of tutoring support and refine practice</p>	<p>£9,000</p> <p>£4,320 - £40 per hour</p>

	<p>b. Organise one-to-one tutoring through First Class - face to face tuition for identified students.</p>		<p>LAC students.</p> <p>To ensure all students in Y11 leave with qualifications in core subjects.</p>	<p>accordingly. Student voice to evaluate the quality of support from mentors and tutors.</p>	<p>(3 Students x3hrs for 12 weeks)</p>
<p>7. To develop a high quality personalised learning provision for those with EAL.</p>	<p>a. Set up satellite support groups with EAL mentors</p> <p>b. Bespoke online learning packages purchased and used with students</p> <p>c. English as a second language delivered by specialist online tutoring sessions</p>	NTR	<p>Students with EAL receive high quality and personalized support and as a result able to engage with their learning.</p>	<p>M: Attendance and engagement with learning monitored through Bromcom and students work.</p> <p>E: QA of mentoring support programmes to evaluate the impact on students.</p>	£2,500
<p>8. To ensure all students can access Google classrooms and other online learning resources.</p>	<p>a. All teachers to model how to access subject specific resources for students during on-site lessons.</p> <p>b. ICT department to produce video and leaflets to help students access Google classrooms.</p>	MSH	<p>All students are able to access Google Classrooms and online learning materials provided by the school.</p> <p>As a result the vast majority of students engage with their learning.</p>	<p>M: Use of online learning to be monitored by HoF through attendance and homework completion data.</p> <p>E: Student and parental voice carried out to evaluate the success of the self-help materials. Guidance refined and modified accordingly.</p>	£300
Total cost of Quality of First Teaching & Bespoke Support					£32,970

Wider Strategies					
Aim	Strategic Action	Led by	Success Criteria	Monitoring and Evaluation	Cost
9. To reduce the negative impact of Covid, as much as possible, on attendance and PA.	<ul style="list-style-type: none"> a. Trust to produce videos and leaflets to explain the covid control measures for all parents b. Shielding families identified and supported with devices where needed to access blended learning c. Temporary appointment of additional staffing to support the 'track and trace' procedures and family liaison with the most hard to reach families. Reward for 100% attendance at the end of each term. d. Increase the number of targeted home visits through the trust minibus service. 	SEY	<p>Attendance at a similar level (92%) to the last academic year or better.</p> <p>Families needing to shield feel supported and as a result students engage with blended learning packages.</p> <p>Families understand the measures put in place and support the school in sending their children to school.</p>	<p>M: Weekly attendance data used to monitor impact of actions.</p> <p>E: Link meetings with THA and Governors to evaluate the impact of strategies.</p>	<p>Contribution to wage £8,600</p> <p>£1,000</p> <p>£1,000</p>
10. To procure additional chromebooks for students to use in school and at home.	<ul style="list-style-type: none"> a. Purchase Chromebook and two trolleys to create a mobile classroom within the Year 8 and Y9 zones. b. Device ownership and internet access survey to 	THA	All year groups will have access to devices to facilitate online learning in each zone across school. As a result more students will be able to access IT during on site lessons and	<p>M: Link meeting with HoF to monitor use of resources and agree next steps.</p> <p>E: Staff and student voice to evaluate the impact of</p>	£12,300

	<p>be completed by all students in all year groups.</p> <p>c. Trust to organise the source devices and dongles required from the DfE.</p> <p>d. User agreement and online safety materials produced for students and parents to read and sign</p> <p>e. Devices issued as and when needed to students.</p>		<p>complete work - particularly supports subjects where computers are necessary (Business, Sport).</p>	<p>Chromebooks.</p>	
<p>11. To purchase and implement an online package to facilitate careers education and access to work experience</p>	<p>a. Reeds Virtual WEX</p>	<p>JWE</p>	<p>Engagement of students is high and the work produced reflects learning.</p>	<p>M: SLT link meetings used to monitor the implementation and engagement with the programme.</p> <p>E: Student, staff and parental voice to evaluate the impacts.</p>	<p>£400</p>
<p>12. To ensure pupils have access to specialised learning equipment to allow for remote learning and in school Covid measures.</p>	<p>a. Purchasing of Art Packs for all Year 7- 11 Creative Arts cohort.</p> <p>b. Purchase a one year subscription to Drama Digital Theatre Plus to enable students to have high quality 'live' performance experiences.</p> <p>c. Purchase of digital microscope and visualisers</p>	<p>EWE THA</p>	<p>Completion of portfolio work to a high standard. Maintaining high quality of creative arts work.</p> <p>To allow students access to recorded live performances while theatre trips can not go ahead.</p>	<p>M: Link meeting with HoF to monitor use of resources and agree next steps.</p> <p>E: Staff and student voice to evaluate the impact of resources.</p>	<p>£3,000</p> <p>£850</p> <p>£1,000</p>

<p>13. Lack of routine and structure</p>	<ul style="list-style-type: none"> a. Purchase equipment packs for all students to use on site and remove any barriers to learning. b. Pastoral curriculum being delivered with a focus on developing learning behaviours, positive attitudes and wellbeing. c. Daily FTT ensures a varied approach to learning and wellbeing. d. Weekly assemblies promote routine and structure. e. Weekly wellbeing sessions promote 5 steps to wellbeing. f. Subject and pastoral rewards are embedded to promote routines and positive learning behaviours. g. Dedicated text & email pastoral structure allows students and parents to seek help with problems with routine, structure and wellbeing. 	<p>MSH & JWE</p>	<p>All pupils provided with a mini whiteboard and whiteboard pen at the start of the year to ensure all students can access learning and engage with formative assessment.</p> <p>The pastoral curriculum includes a variety of resources to include wellbeing tasks, projects that link the students with the community and also wider national events. It promotes diversity and an understanding of the wider world.</p> <p>Heads of Year deliver assemblies which support student wellbeing and reinforce routine and structure to the daily life of students.</p> <p>Rewards are key to promoting positivity and connection. At a time where negativity and anxiety is prevalent it is vital that we push rewards for students. This means an increase in spending on marketing and social media projects and also in increase in physical rewards, such as prizes in various forms.</p>	<p>M: Link meeting with HoF to monitor use of resources and agree next steps.</p> <p>E: Staff and student voice to evaluate the impact of Chromebooks.</p>	<p>£3000</p> <p>£3000</p>
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<p>14. Establish an ongoing virtual induction programme for new students joining the school throughout partial and full bubble closures/national lockdowns.</p>	<ul style="list-style-type: none"> a. Induction meetings for in year arrivals to welcome new pupils and choose suitable options. b. Four week review of in year arrivals with subject specific and pastoral feedback. c. Baseline Assessments in maths and English to generate targets and ensure accurate setting. 	<p>EWE</p>	<p>Appropriate intervention and catch up plans in place led by Subject Leaders for in year arrivals. High levels of engagement in lessons and wider school.</p>	<p>M: NTR to monitor through QA of induction sessions. E: Student attendance and progress data to evaluate the impact of the induction and define next steps.</p>	
<p>15. To secure a package that allows quality communication and feedback to parents</p>	<ul style="list-style-type: none"> a. Research and procure a package to support online parents' evenings b. RDU to research options and present at SLT c. Parents Evening subscription to 'School Cloud' (remote platform & booking system) d. Trial run for Y9 Parents Evening was well received by staff and students. Plan to now roll out platform with all year groups (January 2021) 	<p>RDU</p>	<p>Enables the school to deliver parents' evenings during school closures, including adhering to government guidance, but, without compromising the quality of staff feedback to parents.</p>	<p>M: Teacher and parent engagement with the programme. E: Participation levels to evaluate the success of the programme and define next steps.</p>	<p>£80</p>
Total cost of wider strategies					<p>£34,230</p>
Total cost of catch up plan					<p>£67,200</p>

