

Baycroft School Catch up premium report 2020-21

Summary information

The School's catch-up strategy has a holistic and data led approach which includes all year groups and subjects, all with equal importance. Our decisions are underpinned by using the official research and guidance of the Education Endowment Foundation, the National Tutoring Programme Best Practice Methods and our own in house data systems. The staff, at all levels, and students are fully committed to ensuring that any school closures have a minimal effect on the students learning and well-being. This strategy will make sure that every young person, no matter their age or where they live, gets the education, opportunities and outcomes they deserve, by investing our time and funding on measures that are effective, ensuring that no student is disadvantaged.

Areas of focus

A	Ensure that any gaps in knowledge as a result of school closures are addressed
B	Ensure that students have increased access to therapeutic teams to encourage positive levels of well being & confidence in attending school
C	Ensure a whole school approach to react to individual and ongoing Covid related trauma
D	Ensure students, parents and staff are 'upskilled' in use of technology and it's safe use

Outcomes expected, with success criteria.

A	Students make good progress, with no relative gaps in knowledge as defined by tutors or subject coordinators, in their subjects and from their EHCP outcomes.	End of year data comparisons and EHCP reviews
B	Students feel confident and safe in attending school	Analysis of attendance data, student response surveys, liaison with Therapeutic teams
C	Students are able to manage appropriately any concerns or fears with support from staff	Analysis of PSED data, liaison with tutor and therapeutic teams.
D	Students are able to access use of technology for their learning in safe and appropriate manner	Live lessons, end of year data comparisons, observations

Planned expenditure				
Academic year 2020 – 21 (based on 188 students on role)		£45,120 (1 st instalment of 10,800 Autumn 2020, 2 nd instalment Spring 2021, 3 rd instalment Summer 2021)		
Desired outcome	Actions / Approach	Staff lead & Costs	Monitoring	Review (who and when)
Students make good progress, with no relative gaps in knowledge as defined by tutors or subject coordinators, in their subjects and from their EHCP outcomes.	<ul style="list-style-type: none"> Invest time to research National Tutoring programme – Best tutoring practice for schools Identify students for catch-up tuition or small group/individual interventions Subject specific interventions identified and delivered for small groups/individuals Timetable arrangements for tuition / catch up delivery Remote learning arranged as part of standard planning (to include CPD of staff) The use of class dojo rolled out across whole school 'Teams' training rolled out to all students, parents and staff Boost staff in core subjects to support rapid learning of students Schemes of work updated in response to the pandemic 	RM Tutors Subject Leads RM RM/SJ/MMc <ul style="list-style-type: none"> Subject Leads 	<ul style="list-style-type: none"> Comparative data of assessments analysed from baselines or subjects and reading and spelling ages Learning walks Work scrutiny Further assessment data analysed EHCP reviews by Leaders CPD Logs/certificates Subject planning 	Subject Leads / RM (Jan 21, May 21) Faculty Leads Subject Leads Tutors / MM (Feb 21 / May 21) Subject Leads / RM (Jan 21, May 21)
Students feel confident and safe in attending school	<ul style="list-style-type: none"> Articulate risk assessments and standard operating procedures to all stakeholders 	MM / All Staff All Staff	<ul style="list-style-type: none"> Monitor and analyse school attendance records daily 	KE / MH (PSP) Tutors

Updated November 2020, Reviewed January 2021

To be reviewed March 2021

	<ul style="list-style-type: none"> • Maintain consistent communication with all • Initiate and timetable an initial 8 week 'bouncing back' programme (including CPD of staff) • Arrange and engage in community events virtually to sustain the school ethos (assembly) 	JC	<ul style="list-style-type: none"> • Consistent communication with all stakeholders • Analyse in house PSED data • Liaison with therapeutic teams for input 	HR LR
Students are able to manage appropriately any concerns or fears with support from staff	<ul style="list-style-type: none"> • Schedule and maintain house system challenges • Increase capacity in therapeutic team (to include additional CPD where required) to assess students' mental health & well being • Personalised therapeutic interventions put in place to support students 	Faculty Leads / PSP JPO MM / RB / LR LR		
Students are able to access use of technology for their learning in safe and appropriate manner	<ul style="list-style-type: none"> • Identify technology available to students • Engage a professional E-Safety and advice team to work with all parents and students • Identify any issues • Upskill students and staff in the safe use of technology and the risks online • Equip parents to advise, supervise and support students in using electronic communications safely 	Tutors MM / RM Tutors MM / RM	<ul style="list-style-type: none"> • Engagement in remote learning • Parental / Tutor liaison • Comparisons of assessment data • Attendance at training events 	Subject Leads / RM Subject Leads / RM