

Catch Up Premium 2021/2022

To effectively deploy Catch-up Premium resources to: support teachers in their delivery of high quality teaching for all pupils; to identify pupils most in need of intervention (year groups with statutory testing, pupil premium children, clinically especially vulnerable, SEND...) and provide appropriate support and to consider pupils' non-academic needs and provide appropriate intervention.

Context

[Government funded](#) - Allocation is calculated on a per pupil basis, each SMCC registered student receives a total of £80. School leaders have created this plan using [EEF guidance](#).

Success Criteria

1 High Quality Teaching
Subject Leaders have enabled subject specific support to close gaps in students knowledge in the most critical areas of need for the most vulnerable pupils.
2 Targeted Academic Support
Additional small-group support is provided for 11 & 13 pupils who will sit external exams this academic year. Priority will be given to Pupil Premium pupils, Clinically Extremely Vulnerable pupils and pupils who have had to repeatedly self-isolate.
The National tutoring programme will be employed.
Teaching sessions will be provided during February half term and Easter holidays for KS4 pupils whose lost learning hasn't been recovered through 'high quality teaching'.
3 Wider Strategies
Attendance.
Overcome non-academic barriers to success by providing students with support for their emotional and behavioural needs.

1 High Quality Teaching			
Problem	Active Ingredient	Implementation Activities	Pupil Outcome
The pandemic has stressed the planned delivery of the curriculum.	<ul style="list-style-type: none"> Data is used to inform teachers of the effectiveness of their own teaching and its impact on student learning. Ongoing CPD led by LPs on curriculum, assessment. 	<ul style="list-style-type: none"> Data is used to provide targeted support for students. Assessment standardisation & moderation. 	<ul style="list-style-type: none"> Students access a broad and balanced curriculum. Students know more, can do more and remember more. Gaps in students progress are closed.
Challenge is to ensure a responsive approach to the curriculum delivery driven by middle leaders.	<ul style="list-style-type: none"> Middle leader coaching and support to ensure incremental progression through the curriculum is maintained. QFT addresses gaps in learning. Bespoke intervention programme. 	<ul style="list-style-type: none"> Teachers collaborate and engage in professional learning. Formative and summative assessments at KS3 indicate curriculum progression. 	<ul style="list-style-type: none"> Students access a broad and balanced curriculum. Students know more, can do more and remember more. Gaps in students progress are closed.
2 Targeted Academic Support			
Problem	Active Ingredient	Implementation Activities	Pupil Outcome
The pandemic has widened the attainment and progress gap across the curriculum	<ul style="list-style-type: none"> Focused support and intervention programme for Yr 11, English and Maths EBacc. (consultant support) 	<ul style="list-style-type: none"> Data is used to provide targeted support for students. The National tutoring programme is employed to provide targeted support and intervention. Teaching sessions provided during February half term and Easter holidays for KS4 students. 	<ul style="list-style-type: none"> Improved attainment and progress in the following areas: English, Maths and EBacc subjects. Increased attendance at intervention sessions.
COVID 19 disruption has created new behaviour challenges.	<ul style="list-style-type: none"> Staff training linked with trauma informed practice. Clarity of the behaviour policy. Refined reporting using Arbor. Pastoral AIM / GAS. Students understanding the behaviour policy and clear expectations shared with students. 	<ul style="list-style-type: none"> Staff training. Revisit behaviour policy. Rollout of parental logins for parents on Arbor. Pastoral AIM /GAS timetabled onto SLT/middle leaders timetables. Ensure that all staff and parents understand the pathways for support. Parental engagement - coffee mornings/parent voice. PASS Survey completed. Student voice. 	<ul style="list-style-type: none"> Timely support in place to address students' needs. An increased in positive incidents recorded in Arbor A reduction in negative incidents and students on Coaching plans recorded in Arbor.
3 Wider Strategies			
Problem	Active Ingredient	Implementation Activities	Pupil Outcome

	The pandemic and 2 key lockdown periods have caused disruption to attendance across the Key Stages.	<ul style="list-style-type: none"> • Ensure that attendance is a higher priority in students', parents', and teachers' minds. • Foster a culture where attendance is everyone's responsibility. 	<ul style="list-style-type: none"> • Engagement of LA around attendance and vulnerable student panel. • Engagement with families - identifying the barriers to attendance. • Analyse PA data to identify barriers to attendance. • Ongoing engagement with students - student voice. • Attendance office. • Return to school meetings take place in line with school policy. • Daily monitoring - strategic view (SLT), middle leaders, form tutors. • PASS surveys conducted. • Learning coaches meet with DP students to discuss attendance. 	<ul style="list-style-type: none"> • Improved attendance in all year groups - leading to improved attainment and progress of students.
	The pandemic and the 2 key periods of lockdown have affected students wellbeing and emotional/social needs.	<ul style="list-style-type: none"> • Raise aspirations through improved careers provision. • Focused support and intervention to met the emotional needs of students. 	<ul style="list-style-type: none"> • Implement a systematic careers strategy - linking in the following: careers talks, assemblies, career focused weeks, work experience, mock interviews, university visits, UCAS support, enterprise activities, Russell group engagement activities, Oxbridge. • Commission specialist careers advisors. • Continue to work with existing agencies to provide emotional support/skills and employ further provision to meet the needs of our students (such as Place2Be, Humanutopia sessions). 	<ul style="list-style-type: none"> • All students are engaged in their learning and equipped with the skills to lead a choice filled life. • All students are equipped with the skills to help manage and regulate their emotions. • Students at SMCC are agents of change. • Increased motivation and aspirations.

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