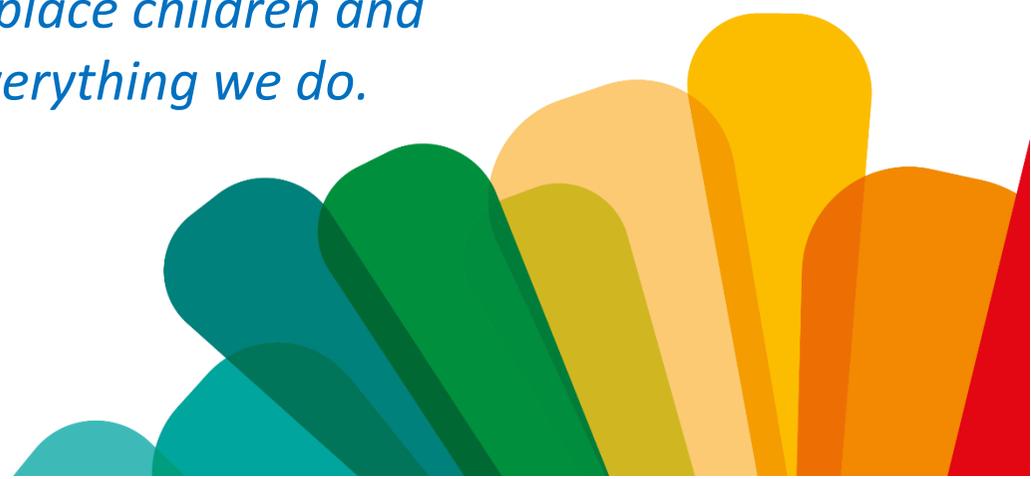# City Learning Trust

Inspiring Outstanding Achievement

Trust 'Catch Up' strategy
2020-2021

United by our values, we place children and young people first in everything we do.

Contents
Catch-up premium allocation

- Key information
    - Trust and Academy context
    - Anticipated catch up funding allowance
- Strategy and intended impact
    - o Trust wide strategy overview – phases
    - o Subject Director intervention plans
- Monitoring
- Critical Cohort intervention
    - o English
    - o Maths
    - o Inclusion
- Academy Catch Up strategy

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Key Information

Trust and Academy context

The City Learning Trust is based in the heart of Stoke-on-Trent. Stoke is one of the most deprived local authority areas in England. There are high levels of child poverty, fuel poverty, poor housing conditions, low levels of educational attainment and poor health outcomes for its population, with almost one-third of the population in the city living in areas classified amongst the 10% most deprived in England (2010 data). The significance of this statistic is compounded further with the remote working that was enforced by the Covid closures in March 2020 and the keenness of Leaders to reopen as swiftly and as safely as possible for all young people.

In the 2018 Social mobility index, which compares the chances across the country that a child from a disadvantaged background will do well at school and get a good job, Stoke on Trent's ranking is 263 out of 324 districts. The social mobility index by constituency (October 2018) shows constituencies as follows:
- North is 388/533
- Central is 424/533
- South is 262/533

Both Mill Hill and Smallthorne are in the bottom 40% by Early Years' life stage. This is also the case for Haywood Academy. Trentham Academy is in the middle quintile.

Typical barriers that our children and young people face:
- Increasing % of vulnerable children are displaying social, emotional and behavioural needs, in very many cases linked to complex family circumstances and difficulties. In addition, economic deprivation has seen an increase in the number of families needing additional help to access support services such as local food banks.
- Social mobility has seen a growing number of in year transfers. There has been a key increase in intake of pupils to our city schools with little or no English, and/or with key social and emotional needs, resulting in barriers to learning, particularly in reading, writing and classroom behaviours which then impeded successful access to learning.
- For Early Years pupils (Nursery and Reception) communication and language skills are, more frequently, a barrier to learning, along with low baseline skills across Early Learning goals. At both key stage 2 and key stage 4 in our city, disadvantaged children fare badly – both in comparison to their better off peers and against national averages for disadvantaged children. When it comes to higher education, the likelihood of a young person from Stoke-on-Trent progressing to HE is significantly lower than the national average.

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- Department for Education research suggests that, by the age of seven, the gap in the vocabulary known by children in the top and bottom quartiles is something like 4,000 words, with children in the top quartile knowing around 7,000 words.
- The Educational Endowment Foundation's toolkit lists "Early Years Interventions" as being among the most impactful strategies for raising the attainment of disadvantaged pupils. The academic achievement gap between rich and poor is detectable from as early as 22 months and the gap continues to widen as children travel through the education system.
- On average, 40 per cent of the overall gap between disadvantaged 16-year-olds and their peers has already emerged by the age of five. These gaps are particularly pronounced in early language and literacy. By the age of three, more disadvantaged children are, on average, already almost 18 months behind their more affluent peers in their early language development. Around two-fifths of disadvantaged five-year-olds are not meeting the expected literacy standard for their age.

Anticipated catch up funding allowance:
Covid catch up funding, at £80 per pupil will yield £192,320 into the Trust.

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Strategy and anticipated impact

Trust wide strategy overview

Phase 1: Stabilise

Timeframe	Half term	Resource implications
Characteristics	• Full reopening of academies • Focus on mental health and well-being as a priority – appropriate referrals in place • Assessment of young people in core curriculum areas	Additional staffing allocation: £74,201 (apportioned equally to each Academy across the Trust)
Strategic plan:	• Covid secure plans in place and under constant review – communication strategy to all key stakeholders • Teaching and Learning: predominantly focused on well-being and establishing standards. Focus on resilience in return to the academy. Challenge poor attendance. Engagement with parents. • Assessment of current position of young people – delivered appropriate to well-being, assessment moderated and supported by CLT Directors of subject. • CLT Inclusion Director to oversee all safeguarding cases and intervention strategies for vulnerable young people. • Source, purchase and distribute ICT kit for Year 11	

Phase 2: Repair

Timeframe	1 Term	Resource implications
Characteristics	• Academy opening normalised but remains under review • Operational running of all academies • Covid secure principles in place and adhered to	Arrangements already factored in above.
Strategic plan:	• Full roll out of critical cohort intervention from CLT Subject Directors • Roll out of additional weekend sessions, covid-secure arrangements in place. • 1:1 maths support at Primary through specialist intervention model	Proportion of CLT Director allocation

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	- Targeted intervention at Academy level of additional teaching in core areas – p6 offer for core cohorts - Regular reporting to parents / parent meetings on individual target areas via remote means - Embed integrated ICT curriculum equivalent to ensure parity for young people at home or at school. Quality of this offer kept under constant review. - Enrichment offer in place for all students - Appointment of tutors (through Teach First scheme) - Purchase and implementation of additional online / remote learning packages for specific and targeted intervention	ICT investment from capital resource. Technical support in the setting up of the project. Cost of intervention packages as well as overtime hours for additional weekend working.

Phase 3: Sustain (ongoing)

Timeframe	1.5 terms and into the new academic year	Resource implications
Characteristics	Normal Academy activity ongoing without interruption – this is either delivered on site, safely, or delivered at home, remotely. All students have equal and fair access to an enriching and engaging curriculum.	Additional ICT infrastructure to support seamless delivery.
Strategic plan:	- Prior preparation and fact finding on ensuring parity of access. - Staff training on high quality of delivery via remote access. - Student and parent engagement strategy developed to ensure reporting and access and feedback are high quality. - Monitoring and interchange with staff are effective in identifying strengths and priorities to support further improvement. - Assessment is agile enough to ensure timely intervention.	Ongoing CPD for innovative uses of ICT to promote high quality of education. Learning walks and feedback based on remote offer – TLR attributable to champions in this area. Ongoing payment for tutors, additional intervention, etc.

Monitoring

Specific 'stabilise' activity

Curriculum

On site curriculum	Trust led strategies and information	Progress review information
A broad curriculum is planned for, focusing on priority aspects within stages/subjects, to close gaps/accelerate progress, rather than reduce curriculum offer.	Curriculum review 19/20. Development of blended learning programmes during lockdown – sustaining access to curriculum breadth for all ages and stages. DoL development of engagement reports for review and analysis by SLG/ELG Implementation planning for full opening, at senior and executive levels, across summer term.	
RHE becomes statutory Sep 20, and should be in evidence by summer 21. Plans are in place/underway to ensure this.	PPWG focus work with ELG/SLG. Primary and secondary leads consulted. DoL for Safeguarding and Inclusion leading policy development.	
Consideration has been given to staff moving across classes, (as allowed under new guidance) versus feasibility to have subject specialists assigned to each mega bubble.	Trust and Individual academy planning across the summer term. Training for staff to ensure full understanding of risk strategy aspects and to ensure support directed as needed for specific subject area planning. Cross site working protocols – to ensure full compliance with guidance and access to specialist Directors teaching.	
Timetabling has taken into consideration the linking of specialist rooms teaching into workings of bubbles. This has been set in place where possible, to reduce transmission.	Trust and Individual academy planning across the summer term.	
Due regard has been given to CLEAPSS guidance (PE/Science/D&T/Perf. Arts), to support how some subjects could be delivered most safely.	Ongoing provision of updated CLEAPSS resources and specialist Music services guidance, to support subject leaders and teams to enable effective planning and delivery, in line with Covid 19 protocols.	

Subject leaders have developed subject specific risk assessments as required, with particular emphasis on practical aspects of PE, D&T, Science, Music and Performing Arts. These risk assessments have been checked and approved by Line Managers/Senior Leaders.	Executive leader support to review subject leaders' RA and provide/access ongoing advice and support in response to subject leaders' needs.	
Timetable planning/environment requirements/facilitated blocked weeks for access to specialist teaching areas, have been considered to support reduction in movement/use of specialist space, reduction in potential transmission/fulfilling of breadth of curriculum offers.	Detailed guidance provided by ELG to SLG, regularly updated as required by national updates. Focused ELG/SLG wider opening and full opening planning processes. Secondary academies liaison. Primary academies liaison.	
For PE – outdoor provision in place as much as possible and all contact sports are avoided.	Planning and RA subject specific guidance provided in RS documentation, to support subject leaders and teams.	
Remote Curriculum	**Trust led strategies and information**	**Progress review information**
Plans are in place to enable immediate move to a full remote learning curriculum in the case of a 'local outbreak' resulting in the academy being closed. Plans are in place to provide remote learning, of a high quality which is in line with on-site learning, for any pupil absent due to isolation/medical needs.	Extensive development work undertaken during lockdown to enable remote learning swiftly. ICT development strategy and investment to enable strategic and operational development of systems to support home learning. Engagement reports system activated to enable close monitoring and evaluation of engagement and inform additional, individually targeted support/home/school partnership to support learners.	
Information has been provided for all parents with regard to curriculum provision as needed.	Executive and specialist Directors support to all Academies regarding home/school communications and response to individual students learning at home needs, including access to ICT. Executive support to ensure academies accesses Government scheme resources to remove barriers to learning at home.	

Enrichment

Wrap around / extended provision	Trust led strategies and information	Progress review information
Staff and parents have been made aware that this can now resume.	Wider and full opening guidance and support materials to enable Academy Leads to plan effectively for extended provision and enrichment offers to families.	
Internal staffing provision will follow all academy/Trust risk strategy protective measures in place and information will be available to parents regarding specific arrangements for drop off/collection and provision.	Trust Risk strategy, led by Executive Leader, HR Director and Internal Scrutiny Trustee. Provision of advice/support to Academy Teams, readily accessible.	
Regarding external providers to our sites, a copy of their risk strategy will be held on site and centrally and checks will be undertaken to ensure that it fully complies with Trust arrangements. External providers will be required to provide our parents with/make available to parents, provider information on risk assessments/protective measures in place.	Systems in place with associated protocols for visitors to site, including requesting Covid 19 secure risk strategies from external partners/providers. Trust and academies Risk strategy published on all websites and shared with any external partners/providers. Checks taken at Executive/Trustee scrutiny level on active monitoring systems and procedures.	
Use of face coverings by secondary age students, in communal areas and corridors, where they are potentially mixing with peers outside of their usual bubbles, will be applied appropriately and in line with guidance.	Executive support in setting direction on this and ensuring swift communication regarding national updates to Academy and central teams. Active monitoring procedures in place to ensure procedures embedded. Launch of Hands, Face and Space information 10th Sep 20.	
Alternative Provision	**Trust led strategies and information**	**Progress review information**
Where pupils from the academy attend dual provision/alternative provision, individual risk assessments will be undertaken to balance and safeguard the provision entitlement with mitigating risk of transmission cross sites/groups. Academy leaders must have keep up to date lists of pupils this involves, along with risk assessments.	Executive link support as required with risk assessments and strategy guidance. Director of Safeguarding, SEND and Inclusion support to Inclusion Teams/Family support teams for individual cases. Communication of Authority updates/information regarding AP, resuming of Home visits and any requests for Elective Home Education (EHE).	
Off site visits	**Trust led strategies and information**	**Progress review information**
SLT/Visit co-ordinators understand that the only visits currently allowed are domestic and non-overnight visits.	Trust led Risk strategy updates and executive support and advice available to all Teams.	

SLT/Visit co-ordinators are clear on EVOLVE control measures and risk assessments, as updated around visits/latest guidance. Plans are in place to ensure that any planning of visits is directed for approval to the Principal, before any confirmation of visit is given, to external providers and/or parents and pupils.	Investment in and use of Authority EVOLVE system. Any and all planned visits documentation shared with ELG/Executive RS lead.	
Use of face coverings by secondary age students, on school transport, will be applied appropriately.	Set within Trust strategy and clearly communicated.	

Catch up, additional intervention and support

Catch up	Trust led strategies and information	Progress review information
Plans are in place to ensure all students are enabled to attend school for a 'Foot over the threshold' experience, prior to full return in September.	ELG planning with SLG to ensure all year groups experienced a return to school, in a manner in keeping with RS steps, across the summer.	
ELG, DLG and SLG planning in place for initiation and implementation of focused learning interventions, supported by Government funding. Swift identification will take place in Autumn 1, with regard to learning interventions required to enable home/academy support to close learning gaps.	Extensive full opening guidance provided to SLG to enable depth of planning for wider opening. ELG meetings with SLG prior to summer to review and support planning from Specialist Directors with initial planning, assessments, analysis of gaps and identification of intervention/support needs. Investment in key programmes at both primary/secondary phases to support targeted interventions.	
Well-being	**Trust led strategies and information**	**Progress review information**
Consideration has been given to the provision of pastoral and extra-curricular activities to all pupils designed to: 1. support the rebuilding of friendships and social engagement. 2. address and equip pupils to respond to issues linked to coronavirus (COVID-19). 3. support pupils with approaches to improving their physical and mental wellbeing.	Extensive full opening guidance provided to SLG to enable depth of planning for wider opening. ELG meetings with SLG prior to summer to review and support planning of recovery curriculum, including Director support with pastoral and PSHE, mental health and well-being programmes.	
Behaviour	**Trust led strategies and information**	**Progress review information**

Policies have been updated as needed to support the whole community and retain a focus on minimising exclusions. Particular focus is planned, with support from the Director of Safeguarding, SEND and Inclusion for support for pupils impacted by adverse experiences, lack of routines, trauma, SEMH. Training requirements for staff to enable them to support behaviour needs in light of Covid 19 have been planned as needed.	PPWG review and update of central Policies/support with Local policies. (HRD/ACEO/GO and Director of SEND, Safeguarding, SEND and Inclusion) Director support with individual case RA across all sites and support to Inclusion teams. Director support to teams across all sites in working with families and external agencies to support individual cases and target training where needed.	
Safeguarding	**Trust led strategies and information**	**Progress review information**
Policies have been updated as needed, in light of additional factors around Covid 19 and the impact of this within and across the community.	During lockdown – extensive Executive led strategies to ensure communities from all academies were fully supported. PPWG review and update of central Policies/support with Local policies. (HRD/ACEO/GO and Director of SEND, Safeguarding, SEND and Inclusion)	
Consideration has been given to the provision of additional staffing support with regard to: Work with school health team - https://www.gov.uk/government/publications/healthy-child-programme-0-to-19-health-visitor-and-school-nurse-commissioning Support for resilience, mental health and wellbeing including anxiety, bereavement and sleep issues Supporting vulnerable children and keeping children safe	Director support to teams across all sites in working with families and external agencies to support individual cases and target training where needed. Director led INSET training for all teams prior to full opening.	

Critical Cohort intervention
Director of Specialism targeted areas

English

Priority ○: Student outcomes and experience (catch up, closing the gaps)				
What will we do?	**Lead**	**Resource**	**What will success look like?**	**Review (to be completed through the year)**
Student Outcomes Enhance outcomes for children and young people in English across the City Learning Trust. Work effectively as a Team to ensure that best practice is shared, expertise are fostered and that children and young people receive the best possible teaching and learning.	DJP DJP All leads	English budgets Time	Trust set targets are met	
Experiences and Engagement Participate in strategies and initiatives such as the EEP and Stoke Reads to raise standards and share good practice Create memorable, exciting and engaging learning activities and opportunities within and around English to deepen understanding of the curriculum and the world around them.	DJP All leads DJP All leads	EEP funding Intervention funding English budgets to support key tasks	Enrichment opportunities are embedded in to the curriculum in all Academies in the Trust with children and young people's life chances at the core of the provision. Activities inside the classroom are regular and bespoke to learners' needs, and enrichment outside the classroom is also bespoke and addresses identified gaps. KPIs are met and student outcomes improve. Participation in initiatives is wide-reaching	

			and consistent. Students are rewarded for participation.	
Curriculum Development Develop and foster a love of English in the City Learning Trust through an engaging, exciting curriculum that shapes thinking, challenges barriers and encourages independent thought, whilst providing all children and young people with the skills and knowledge needed to achieve highly in national tests at all key stages. Enhance opportunities for cultural capital and learning about the world, including an understanding of key world and current events. Encourage access to a diverse range of voices from history, and different cultures and traditions as well as ensuring National Curriculum expectations are met.	DJP All leads DJP All leads DJP All leads		KPIs are met in key areas and children's outcomes improve. Lessons are engaging; knowledge and skills are at the heart of learning and children are inquisitive, thoughtful and reflective learners. Data reveals gaps in key areas that reflect opinion and thought (P1 Q4 and P2 Q4) are closing at KS4, and in Inference and Deduction skills at KS2. Curriculum is rich and diverse and all children and young people have access to a range of texts to support their own history, culture or beliefs.	
Intervention and Closing Gaps Provide bespoke, timely and effective intervention to improve outcomes in key areas in the Trust, especially at external examination points eg KS2 and KS4 and for all learners after lockdown Introduce 'Three Waves' and 'Critical Cohorts' to ensure timely and robust intervention.	DJP All leads	Interventi on funding Eg Saturday sessions? Incentives for students	Key outcomes improve; a variety of intervention has occurred and has impact, evidenced by data. Activities included – withdrawal sessions; additional sessions; guest consultant and intervention work. Three waves system established across all sites; critical cohorts established and continually changing; gaps are closing supported fully by evidence and student voice.	

What will we do?	Lead	Resource	What will success look like?	Review (to be completed through the year)
On-line and Blended Learning Ensure all students of English in the Trust have access to quality learning materials, either in-class, at home or a combination of both. Ensure home learning, including homework, is supporting, enhancing or consolidating key knowledge and skills from 3-19.	DJP All leads	ICT support packages ICT equipment	All students are making good progress regardless of their physical location. Tracking is robust and highlights needs for intervention, which is monitored and acted upon. Homework is engaging and is used to build key skills, especially independent thinking and inquiry.	
Assessment Create a bespoke and robust system of tracking and assessment from Key Stage 1-4 to ensure that gaps are closed in a timely fashion and information from assessment feeds in to waves of intervention.	DJP All leads	Time in school	Assessment system in place that is formative and not based on a single text. Reading, writing, vocabulary and SPAG all have different assessment foci and are standardised effectively against established, shared criteria. Three waves intervention plans support the assessment system and vice versa. Assessment system provides useful information to all stakeholders about the progress of learners within English.	

Priority ○: Staff development				
What will we do?	**Lead**	**Resource**	**What will success look like?**	**Review (to be completed through the year)**
Staff Knowledge and Skills Develop and refine staff awareness and competence in delivery at all Key Stages, with specific focus on reading and vocabulary at KS2 and writing and vocabulary at KS4 in English Language, and context and history (AO3) in English Literature.	DJP All leads	External CPD if required	Student outcomes are improved and staff confidence in delivering key concepts and skills is raised. Learning is fluid and adapted to each child's needs. Reading and vocabulary improve at KS2,	

Provide regular access to quality CPD, either internally or externally, as well as cycles of support, monitoring and intervention if necessary. Develop and enhance leadership capacity across all sites in English secure the best possible outcomes for students.	DJP All leads All leads	Packages to support learning eg vocab ninja, spelling ninja	transactional writing improve at KS4 and AO3 results improve at English Literature KS4. All staff have access to regular and effective CPD, monitored by BlueSky and through department leads.	
Staff Accountability and Monitoring Ensure that all English teachers are working towards a common goal through the appraisal process, and a shared culture in each academy. Monitoring is regular and developmental, with CPD and support provided accordingly. Learning walks, observations and book reviews and student voice are used to shape lessons, the curriculum delivery, and learning overall.	DJP / All leads	Time in school Meeting time for all teachers and leaders	Appraisal targets reflect English journey for all key staff. Monitoring provision is timely and effective, with staff support and CPD provided to enhance practice. Assessments and student tracking are robust and accurate.	
Enhancing Leadership Capacity Ensure that all TLRs / UPS capacity in the English departments across the Trust area used effectively, including Literacy Leads, 2nds in Departments at KS4 and Leads at Primaries.	DJP All UPS / TLR holders	Time for leaders to meet, standardisation opportunities.	Leaders in English in all Academies are confident in driving standards forward in their relevant areas to secure the best possible outcomes for children and young people. Leaders have attended relevant training and are working as a Team to ensure best practice is shared across the Trust.	

Maths

Priority ◯: Student outcomes and experience (catch up, closing the gaps)				
What will we do?	**Lead**	**Resource**	**What will success look like?**	**Review (to be completed through the year)**
Assessments for baseline, predictions and gap analysis • Adjust curriculum SOL to reflect findings • Ensure staff address misconceptions and gaps through their teaching • Use data to provide an objective prediction of attainment at end of year or at that point in time. • HOD, TG, BG provide support in the delivery of topics shown as weak outcomes from analysis • Intervention plans incorporate topics shown as weak and are quick gain mark questions in public examinations	TG BGO HOD	Staff Time	• Mock Exams gap analysis based on an agreed paper. • Year 7 baseline test in order to judge starting points and settings • Lessons changed in order to address issues highlighted by analysis	
Curriculum Development and adjustments *Given Covid and Lock down Curriculum offer is under constant review and will be adjusted as HODs TG and BGO find out more on students. Also, Curriculum providers such as Just Maths, Kangaroo, Corbett maths adjust their content to reflect Covid consequences*	TG BGO HOD	Staff Time	• Appropriate SoL for September Start Key • In addition, following lockdown gain insight into gaps created by the lack of direct teaching and or non-engagement. Starting students at the correct point and providing quality teaching and learning topics not covered due to lockdown • Check sheets for Year11 on essential coverage for staff to refer to.	

			• CLT Maths makers Licences which will provide a 3-year synopsis of the curriculum for each year group that relates to CLT Mathematics Road map. Year 7 Algebra unit taught to all classes as it is an area identified as weak	
Interventions for all years with focus on year 11 and 13 • Interventions will be normal part of lessons with starters, Throwback Thursdays, MEP online sessions • More bespoke interventions put in place once data collect via student work and test results. For example, Saturday sessions for identified groups, after school carousels • A constant agenda item to discuss • Use of spare staff capacity including TG and perhaps use of INTERNS via MEP (payment needed for these) • Formal intervention sessions delivered in preparation for public examinations during March to June	HoD, TG BGO	Use of capacity from staff, TG and MEP materials and Keele Uni students if appropriate	Mock Exams gap analysis based on an agreed paper. From QLA intervention strategy developed and put in place for ASAP start. Lessons will continually address misconceptions and have factual fluency embedded at the start of a new topic.	
Tracking systems for evidence gathering across both High Schools. Also, to include other mathematics examination courses such as Statistics and Further maths	HoD, TG BGO	Staff time, BG to set up spreadsheets	Both the High schools gather attainment evidence through use of unit tests based on GCSE questions in all years. The GCSE Mocks in Maths will have QLA completed and used ASAP. Predictions from this evidence will provide a strong indication of Final grade.	

		Printing Costs		
Develop a 'We enjoy Maths ethos' across High Schools to increase engagement • Enter national competitions • National maths days, Numeracy days • Celebrate success within Academies • Create in House competitions • Staff constantly demonstrate their love of the subject • Emphasise the importance of maths for a student's future life chances • Use of student voice to inform staff about student perceptions • Put in place more investigational type work to enthral, engage and motivate students. It should replace some of the rote learning numeracy style exercises	HoD, TG BGO PEDRO	Student survey created, staff time, cost of prizes and competition entry fees	Student's see the relevance of mathematics, enjoy their lessons and engage fully with their Mathematics education. Staff take notice of student's views on mathematics teaching within the trust. Mathematics is celebrated and competitions in Mathematics are run termly.	
Developing a resource bank that links the ROAD MAP statements to teaching videos, other online resources and paper-based materials. *Create an online digital resource for learning whilst not in lessons*	HoD, TG BGO	TG time and subsequent staff training	To get engagement from those not attending through self-isolation or a second lockdown. Resources provide the right materials that pushes each student on whilst addressing the difficult nature of Mathematics Teaching (PARENTS STATED THIS WAS THE HARDEST SUBJECT TO SUPPORT AND HOME TEACH) It should be at a touch of a button so that there is very little extra workload on teaching staff to prepare twice as many materials	

Develop Quality First Teaching across all maths lessons *Appendix*	TG, BG,BO Within **MH** -SH **ST** - CB		Lesson follow the White Rose suggested structure. Teachers present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching. They check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In doing so, they respond and adapt their teaching as necessary, without unnecessarily elaborate or differentiated approaches. In addition, following lockdown gain insight into gaps created by the lack of direct teaching and or non-engagement. Starting students at the correct point and providing quality teaching and learning topics not covered due to lockdown	
Introduce White Rose and its catchup SoL and White Rose Implementation. • Share with Director of teaching and learning the White Rose Lesson structure			White Rose mathematics SOL implementation: Impact for all. Appropriate SOL for each class All staff have access to White Rose Premium materials. Primary academies will have a strong SOL and this is linked to quality training. They now have access to an online platform for years 4 and 6.	
New Tracking system and subsequent gap analysis using white rose unit tests • Quality assure appropriate diagnostic use of tests by class teachers • Create Spreadsheet that gives standardised score for all end of term White Rose Tests	TG/BGO	Spreadsh eets BGO TGO	The High School Model. Data entry and how to use Gap Analysis for greater impact will be second nature to staff. Both the Primary schools gather attainment evidence through use of unit tests based on White Rose Tests in all years. The End of term and year	

			examinations including Mock SATS in Maths will have QLA completed and used ASAP. Predictions from this evidence will provide a strong indication of Final grade.	
Developing a resource bank that links the ROAD MAP statements to teaching videos, other on line resources and paper based materials Links to White Rose	Maths Leads, TG, BGO, BO		To get engagement from those not attending through self-isolation or a second lockdown. Resources provide the right materials that pushes each student on whilst addressing the difficult nature of Mathematics Teaching (PARENTS STATED THIS WAS THE HARDEST SUBJECT TO SUPPORT AND HOME TEACH) It should be at a touch of a button so that there is very little extra workload on teaching staff to prepare twice as many materials	
Year 6 intervention sessions provided by TG during his visits or appropriate identified groups	Maths Leads, TG, BGO, BO	Staff time printing and TG	Gaps in skills and Knowledge filled in and embedded. Analysis of particular student groups such as PP has closed	
Year 6 Maths Makers	*Now requested to be delivered after Christmas*	BO and TG plus printed materials	BO/TG to deliver a set of small step sessions on Fractions, Decimals and Shape to develop and embed the first-class basics in these key topics.	
Year 4 and 5 Maths Makers	Spring term	BO and TG plus printed materials	BO/TG to deliver a set of small-step sessions on Fractions, Decimals and Shape to develop and embed the first-class basics in these key topics so they are Year 6 ready.	

Inclusion

Priority ○: Student outcomes and experience (catch up, closing the gaps)				
What will we do?	**Lead**	**Resource**	**What will success look like?**	**Review (to be completed through the year)**
Launch a new 'SEND screening programme' for children and young people in Nursery, Reception, Year Two, Year Four and Year Seven.	NL	Assessment tools (WRAT 5, working memory assessment, language assessment)	• Children and young people with potential SEND will be identified in a timely manner, therefore appropriate support plans can be actioned and in place. • SENCOs / Assistant SENCOs complete the 'Assess, Plan, Do & Review' *(Code of Practice, 2015)* model at least once every six weeks. • The 'graduated response' to children with SEND will mean that children and young people identified as making limited progress will have increased external agency support, leading to EHCP assessment.	
Create bespoke, personalised curriculum opportunities for children and young people with complex Special Educational Needs, Social Emotional and Mental Health Needs and those who display complex behaviours within the classroom.	NL (with the suppose of Academy SENCOs)	Nurture provision (primary), ASDAN subscription (secondary) and Inclusion Hub	• Children and young people requiring a curriculum of this type will be swiftly identified using the Inclusion panel meetings, which take place in each Academy. These children and young people will have a curriculum and engagement review at least half-termly to ensure success. • Children and young people follow	

		resources (secondary)	bespoke curriculum pathways, led by teaching and support staff, therefore student engagement with Academy-life will increased. • Children and young people will receive additional qualifications in key areas of interest (ASDAN) • For children educated within a 'Nurture-style' environment, they will display improved social and emotional skills (identified via the Boxall Profile), improved attendance, improved behaviour and reduced exclusions, improved attainment *(Sanders 2007; Reynolds, MacKay, and Kearney 2009; Seth-Smith et al 2010)* • Reduced number of exclusions for children with SEND. • Regardless of curriculum options our curriculum offer will "enable all young people to develop a high level of literacy and numeracy required for success in adult life" *(Curriculum principles and purpose, professional growth journal).*	
Academies will identify 'critical cohorts' due to COVID-19 school closures in the areas of: - Social, emotional and mental heath - Literacy and numeracy skills - Safeguarding and welfare concerns	NL, Academy SENCOs and Academy	IDL Literacy & Numeracy packages, Boxall profiles,	• Children and young people identified within the literacy and numeracy skills will complete x2 IDL Literacy and Numeracy sessions per week. Entry and exit assessment will show progress with the intervention.	

	Inclusion Leads	trailblazers and Mind counselling	• Children and young people identified within the SEMH cohort will receive group support from Trailblazers *(Haywood Academy and Mill Hill Primary Academy)* and 'The Worry Box' / 'Starving the Anxiety Gremlin'. Children identified within this cohort will have identified progress and outcomes using 'The Boxall Profile' and using Academy engagement data.	
Close the gaps of persistent absence for children with identified SEND Vs Non-SEND, by introducing SEND specific attendance clinics with SENCO / Assistant SENCO present, to ensure parents and carers are clear about provision within Academies. Clear systems for statutory action for children with SEND where appropriate.	NL and Academy Attendance leads	EWO	• By introducing specific attendance clinics, the gap between PA of SEND children and non-SEND children will close. • Swift action using the children causing concern (CCC) panels for children and young people with PA issues for COVID-related issues (i.e not attending due to COVID-related anxiety). • By using the screening tool, needs are identified sooner, therefore appropriate provision can be actioned.	

Priority ⚪: Staff development				
What will we do?	**Lead**	**Resource**	**What will success look like?**	**Review (to be completed through the year)**
Using KSCIE 2020 questionnaire data, key areas of Safeguarding knowledge will be identified for each Academy and appropriate CPD offered via single-item briefings, webinars, and a fortnightly safeguarding newsletter.	NL and DSLs / DDSLs	Webinar facilities via Zoom.	• Each Academy will have key safeguarding topics delivered via DSLs / DDSLs and gaps closed – identified via safeguarding questionnaires.	

			• Inclusion and safeguarding newsletters fortnightly within each Academy alongside regular safeguarding knowledge 'checkers' will be used to ensure staff knowledge and confidence is ever increasing.	
Professional Growth Strategy, Inclusion pathway. Ensuring colleagues in the 'Developing' and 'Mastering' programme of study, to ensure that the delivery of inclusive practice is clear, effective and purposeful. Staff within the 'leading' pathway that have responsibility for an element of inclusion or Academy culture have the confidence, skills and growing strategic leadership skills to ensure the delivery of quality inclusive practices.	NL	Professional Growth – speakers and workshops.	• Staff self-reflections, 360 degree review, professional discussions, student voice, PMR and target setting leads to staff within the Inclusion pathway completing a student-centred study that leads to improvement in practice in that particular area of specialism *(see Inclusion diagram within professional growth journal).* • Staff within the leading pathway have an additional training offer to support inclusive practices (see below).	
A SENCO / DSL development programme will be offered to all SENCOs & DSL's, which will contain regular online CPD offers to ensure best-practice within CLT Academies.	NL	Professional growth, online CPD offer, special school development offer	• SENCOS / DSL's will feel increased confidence with SEND / safeguarding specific issues. • Children and young people feel well supported within the Academies, identified via SEND meetings, pupil passport meetings and EHCP annual reviews.	

| Increase in staff awareness of epilepsy, anaphylaxis and asthma through staff training provided by the school nursing team. | NL | Free | • Key inclusion and administration staff are confident to support children with medical conditions in school, leading to reduction in persistent absence of poorly controlled medical conditions. | |

Priority ○: Other

What will we do?	Lead	Resource	What will success look like?	Review (to be completed through the year)
Increase the 'Mental Health' offer for low-level cases that can lead to escalation by: - Introducing 'positive breakfast' across the CLT Academies - Use resources from the 'Mental Health Trailblazer' to tackle increasing poor mental health and wellbeing. Using the key resources to support non-Trialblazer CLT Academies. - Provide CLT colleagues with a qualification (level one, level two) in understanding mental health needs	NL	Trailblazers / 'Gremlin resources'	• Students with SEMH have lessened anxieties around the school day and go on to complete a full-school day, leading to increase in attendance. • Students who attend positive breakfast provision have an increase in confidence and resilience (as identified using the Boxall profiles). • Children and young people with low-level mental health will have access to services / intervention quickly, therefore avoiding escalation. • Staff will be able to recognise the symptoms of poor mental health and know how to deal with them appropriately. • Children and young people feel confident in discussing issues with staff members and, as a result, deal with Academy life effectively.	

Academy Catch Up strategy

Academy directed catch up program

Budget allocation: £ £52,185

Area of Focus / cohort	Resource	Overview	Impact
To ensure that all students within the academy cohort have appropriate IT access to our Google Classroom platform	110 **Chromebooks**, cases and insurance	Many of our students that do not have continued access to the learning resources provided via our learning platform.	All students will be able to access Google Classroom and be able to receive feedback from teaching and support staff. This will allow students to access all online learning resources at home whether for homework, self-isolation, or local lockdown procedures.
To provide connectivity for students with no access to the Internet at home.	Vodafone SIM Cards 90 days – 30 GB data 12 Internet Dongles	Work alongside the laptops and Chromebook for learning with our most disadvantaged students and any students with connectivity issues. SIM cards provided to allow ALL students to access on-line/interactive/remote learning.	All students have access to Internet. Connectivity given to access all platforms and curriculum specific software to facilitate and address deficits and learning development.
To improve online experience for students and staff through enhancement programme for Google Classroom.	'**Whizzkids**' software	This software will help to refine the functionality of our GC platform, enabling improved organisation and usability for students and staff.	Google Classroom will become more user friendly and will support our current use and further development.
To improve and develop our EAL student support	'**All In**' software	Our EAL students will benefit from a programme which provides instant, high-impact resources and classroom tools. All-In delivers outstanding language lessons and supports pupils where English is an additional language. Training and support is included in cost.	EAL students (particularly those new to the Academy) will have increased support and resourcing to develop their English levels.

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To strengthen SEMH support and counselling across all year groups.	**Young Minds**	One and a half days commissioned to support students with additional SEMH need. 0.5 days = specifically allocated to those who have demonstrated need as a result of lockdown 3.	Students adversely affected by the lockdown have the opportunity to rebuild their emotional strength and resilience through a series of counselling sessions.
To develop Academy literacy priorities in recognition of the deficit experienced by our students.	**Cross curricular**, whole academy plan to target and address literacy deficit in all year groups.	• Marking for literacy practice • Literacy across the curriculum – vocab building • Literacy support for staff • NGRT Reading tests completed by all students and marked before Easter.	Student literacy levels, as evidenced in our Academy data points and the NGRT screening scores improve over time. Student reading ages are in line with expectation.
To improve support for students with SEND and/ or EHCPs	**Bespoke range of developed strategies** for students, delivered by the LSP team.	• Move from 123 Maths to IDL Numeracy and Literacy – more student friendly and supportive of SEND students. • Currently using SWOT with SEMH intervention – organising training for **Boxall Profile** so that impact of SEMH intervention is more robust. • Staff trained in 'nurture curriculum' to support the development of y6-7 transition and Hub/Arch Centre curriculum. • COPE/ASDAN courses for those in most need, particularly in Key Stage 4. • MFL lessons = reduced for SEND groups in Key Stage 3 and are replaced with bespoke and tailored literacy and numeracy lessons.	This range of intervention sees an improvement in the experiences and gains with SEND/ EHCP students, particularly with their literacy and numeracy outcomes.

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