Catch up premium strategy statement

1. Summary information					
School	The Studio				
Academic Year	20/21	**Total Catch up budget**	£15,000	**Date of most recent Review**	November 2020
Total number of pupils	280			**Date for next internal review of this strategy**	January 2021

2. Focus of Catch up Premium	
In-school barriers	
A.	Access to addition printed resources
B.	Access to addition hardware
C.	Access to additional software
D.	Attendance
E.	Student engagement
External barriers	
F.	Internet access
G.	Access to and engagement with remote learning in Spring 2020
H.	Lack of parental support

3. Desired outcomes *(desired outcomes and how they will be measured)*		Success criteria
A.	Students are able to make suitable progress in their curriculum study	COGs show significant progress when measured against previous students' progress over the year.
B.	Students to confidently be able to demonstrate learning in internal assessments	COGs show significant progress when measured against all students over the previous years.

C.	Students able to make the next step (where appropriate) with confidence	Transition point show no NEETS
D.	Attendance above local average	Ensure gap between pre and post lock down attendance is narrowed and that attendance is moving towards regional and national comparators

4. Planned expenditure	
Academic year	**2020/21**
The three headings below enable schools to demonstrate how they are using the Catch up Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.	

i. Teaching & Whole school strategies

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A B C	Support Great teaching	The key to the success of all students is focused around the effective use of opportunities.	We will use student and parent voice as well as internal quality assurance systems to ensure all teachers have the best opportunities for great teaching.	R Evans	DC 1 2 3 4 5
A B C	Pupil assessment and feedback	There is a need to adapt systems to ensure that students get quick and focussed feedback to allow them to recognise the progress being made.	Development of weekly routines and trackers within each course to ensure progress is being recorded and reported back.	R Evans	DC 1 2 3 4 5
A B	Transition support	It is key that students understand the systems and expectations of our curriculum provision in particular on-line learning.	Develop programmes of support for new students joining year 10 and Year 12 with a clear understanding of the possible gaps that will exist from the variety of previous	R Evans	DC 1 2 3 4 5

ii. Targeted support					
Desired outcome	**Chosen action / approach**	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**	**When will you review implementation?**
A	One to one and small group tuition	We will use great teaching to drive learning, however we recognise that individual students will need additional support.	We will use all available opportunities to provide individual tuition including action tutoring Seneca tutoring use of academic and study support time.	Year leads	DC 1 2 3 4 5
B	Intervention programmes	Key area as supported by EEF that active, well considered and timely intervention programmes can have clear positive effect.	We will use DC1 data and provision within each curriculum area to support rapid and effective catch up actions.	R Evans	DC 1 2 3 4 5
C	Adapted timetable	The core curriculum is the gateway to the wider curriculum therefor a priority for all KS4 students is a timetable that initially prioritises maths English and science.	Progress and confidence will be measured at each data point to secure progress. Timetable will be adapted to then accelerate learning in the option subjects	Jill Davies	DC 1 2 3 4 5
D	Adapted curriculum resource management	The move to blended learning requires adaptation to the learning process requiring review of how resourced.	Through additional spending and government support we will continue to purchase high quality printed and software resources to support learning in all areas of our provision	CLs	DC 1 2 3 4 5

iii. Wider strategies					
Desired outcome	**Chosen action / approach**	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**	**When will you review implementation?**
D	Attendance incentives	Good attendance helps students succeed in school & bolster their self-esteem. Improving attendance requires a comprehensive approach that goes beyond sanctions and includes incentives	Tracked and monitored by Director of Inclusion. Weekly attendance updates	M Tomlinson	DC 1 2 3 4 5
ABCD	Access to Technology	Enhanced programme to support remote and on-line learning whilst operating new structures.	Ensure that all students have acces to hardware and internet whilst not in the building to support catch up.	Chris Eldridge	DC 1 2 3 4 5
A B	Summer support	Developing a range of on line resources to support and enhance learning during the summer months to aid Catch up	Review bridging materials for all courses and ensure in place for the summer break.	R Evans	July 2021