

## SRS CMAT Catch Up Funding Overview



### Blessed Robert Sutton Catholic Voluntary Academy

#### 1. Summary Information

Academic Year	<b>2020-2021</b>	Total number of pupils	<b>540</b>	Total Catch up funding budget	<b>£39,664</b>
Attendance of pupils 19-20 (Sept 2019 and 20 Mar 2020)	<b>94.3%</b>	Attendance of pupils 20-21	<b>94.9%</b>	Number of pupils who have not returned to school	<b>2</b>

#### 2a. Barriers to Future Attainment and Progress

##### Academic Barriers

<b>A.</b>	Literacy skills (reading age below expectations)
<b>B.</b>	Gaps in curriculum as identified by each Curriculum Leader
<b>C.</b>	Readying the school for further home learning needs (E.g. further lockdown) / Ensuring all students can access online learning at home
<b>D.</b>	Gaps in knowledge that have appeared between March and July 2020 (as identified through assessment in Term 1)
<b>E.</b>	Ensuring our SEND students are making social, emotional and academic progress following the lockdown period
<b>F.</b>	Understanding T&L strategies within the 'new normal' way of teaching
<b>G.</b>	Gaps in 'careers and further education' advice and guidance
<b>H.</b>	Understanding the ability of our new Year 7 intake without SATS scores

##### Additional Barriers (including issues such as attendance, social and emotional issues manifesting themselves in behaviours, bereavement, or other areas of loss)

<b>I.</b>	Wellbeing: Students adjusting to the new school routines and structures
<b>J.</b>	Wellbeing: Concerns around anxiety and safeguarding issues following the lockdown period
<b>K.</b>	Ensuring parental engagement levels are maintained during the 'virtual meeting' era
<b>L.</b>	The new plans for the school day create a number of logistical difficulties which could hamper high quality teaching and learning if we are not careful
<b>M.</b>	Modify our transition experience for Year 6 pupils and their parents to ensure both are adequately prepared for September 2021.

2b. Intended Outcomes (specific outcomes and how they will be measured)		Success Criteria
A	Improve literacy levels and reading ages	% of children at age related expectations for reading Target – 100%
B / E / G	Improve knowledge retention, and therefore progress through curriculum	Completed curriculum action plans (including follow up actions for closing the knowledge gaps.
D / E / G / F	Close the gaps in pupil learning from COVID19 school closure	100% of pupils on track to meet FFT50 targets 100% on track as identified in SPC data
C / D / G	All students access quality first teaching both in school and remotely. All SEND students make expected academic progress	96%+ attendance 100% on track for FFT50 target / 100% engagement with Firefly 100% of pupils able to access online learning offer / 100% of pupils engaging with online learning offer Outcomes from QA (book looks, learning walks etc.) support out children are getting a good deal in lessons
H	All KS4 pupils receive careers advice / 100% of pupils have clear plan for Post 16	100% of KS4 children engage with careers advice NEET figure for 20/21 - 0
J	Pupils return joyfully to school	All wellbeing issues fed through myconcern Relevant agencies in place.
K	Parents engage with parents events including parents evenings and support evenings	Attendance to online parents evening 75%+
L	Effective transition for Year 6 to 7	100% engagement with transition activities / children make a joyful start to BRS in Sept 2020

### 3. Planned Expenditure

The three headings enable you to demonstrate how you are using the catch-up funding to provide targeted support and supporting whole school / year group or individual strategies. Please note - funding should not be spent on IT hardware, but may be spent on software, in discussion with your DoPS.

Top Slice Spending – Finance use only	Total Spend
i. Century	£5,000
ii. NFER or GL Assessments	£ TBC
iii. Other	£
iv. Quality of Teaching for All	£

Action	Intended Outcome	What Is the Evidence and Rationale for This Choice?	How Will You Ensure It Is Implemented Well?	Changes to plan following second National Lockdown	Costs	Total	Staff Lead	When Will You Review Implementation?
<b>A: Literacy skills (reading age below expectations)</b>								
Purchase 3x Reading tests for all students in Years 7-11.	These tests will enable us to track reading ages and highlight the positive impact our literacy strategy is having. Assessments will allow us to identify children requiring support.	During lockdown, some students will have kept up with their reading while others, with fewer books at home or without access to libraries. (EEF) Developing literacy is key and reading ability is fundamental to a student's ability to access the curriculum in secondary school. So, having a reliable measure of reading ability will be critical in planning catch up as students return to school.  There is no more crucial skill for success in any subject than reading, so being able to accurately assess and monitor this is essential. NGRT is proven to deliver a reliable assessment of reading comprehension, set against national benchmarks. By planning for 3 of these assessments throughout the year will help us to quickly spot problems that will hold back a child's progress.	<ul style="list-style-type: none"> <li>Reading strategy will be overseen by SLT.</li> <li>Support from BH to QA reading data.</li> <li>Shared reading guide in place for all staff.</li> <li>Training to be put in place for parents also</li> </ul>	Reading lessons continuing as part of our Remote Learning Curriculum.	£20 per student	10,800.00	LO/BCR/SM	Regular monitoring of progress / 3 reading tests to take place.  Start of the year January July  Date to review impact of TTRP.
Purchase tutor reading book sets to broaden the menu of books available. daily reading programme. Students are developing a wider and more appropriate vocabulary range for subsequent use across the curriculum. (£15,000)	The book sets purchased will include BAME authors to ensure a diverse menu for tutor reading. Students are exposed to a greater number of words and challenging texts. The teacher ensures correct pronunciation and leads on the 20 minute reading session.			If lockdown extends past February half term all children to be sent a reading book and TTRP to continue during Virtual Roll Call session.	£20 / hr staff time for resources Cost of reading books	10,000.00		
School wide CPD on supporting reading, recall and review	Shared approach to reading across school.			£0	0.00			
<b>B: Gaps in curriculum as identified by each Curriculum Leader</b>								
Pace planning in all subject areas to ensure the lesson time remaining is sufficient to cover all syllabus content to be examined. Review as part of Data drops	Planning a lesson-by-lesson approach will ensure content is delivered in time while being able to assess along the way.	Assessment can help teachers determine how to most effectively support their pupils. Every pupil will have been affected differently by Covid-19. Setting aside time to enable teachers to assess pupils' wellbeing and learning needs is likely to make it easier for teachers and other school staff to provide effective support.	<ul style="list-style-type: none"> <li>Acting HT oversees CL group</li> <li>Minutes from meetings shared with SLT</li> <li>Agendas for Department and SLT LMM monitoring</li> <li>Review of action plans</li> </ul>	Work has continued on this during lockdown / recovery curriculum plan updated.	Cost of cover for CL to have to review / moderate / ensure plans are granular	£0	LO/WCG/SM	Ongoing
YL action plan against issues								
Regular Faculty time to review recovery plans								
<b>C: Readyng the school for further home learning needs (E.g. further lockdown) / Ensuring all students can access online learning at home</b>								
Ensure that the home learning offer is updated and made available to all parents in the event of a student absence for self- isolation and/or local lockdown	The process of accessing online learning resources is easy to do and is bespoke for each subject in all years.  This will allow students to access all online learning resources at home whether for homework, periods of self-isolation, or local lockdown events	Whilst expenditure on hardware sits outside of this realm of catch up funding it is important that we ensure that children have access to a device that is fit for purpose. This barrier must be identified and where required a laptop or tablet sourced for pupil if required to self-isolate.  If a child has to self-isolate they are issued with a self-isolation work pack that reminds them of the offer available to them from home alongside guidance of how to structure their time etc.	<ul style="list-style-type: none"> <li>Weekly agenda item at SLT and Department level</li> <li>Including in QA cycle e.g. work scrutiny / pupil and parent voice</li> <li>Checklist in place for children self-isolating includes access to ICT</li> </ul>	All pupils posted a work pack at the start of lockdown.  Prior to the Christmas break all children completed training on Firefly and MS Teams.  We have ensured all families have access to a device. Further work is now focussed on reducing the number of children having to share a device.	Separate budget		LO/WCG	Ongoing
Ensure all students in all years have a computer and access to the internet at home.					Covered from operational costs			
Post work packs home to pupils in the event of self-isolation (of individuals, year groups).								

**D: Gaps in knowledge that have appeared between March and July 2020 (as identified through assessment in Term 1)**

Transition assessments for all students in all subjects.	Assessments will concentrate on knowledge and skills that should have been grasped between March and July 2020 Identify gaps in knowledge that have developed during lockdown. Use this information to inform intervention both in and out of the classroom (£300)	Subject-specific assessments might be used to identify particular areas where pupils have forgotten or misunderstood key concepts, to ensure that new material being covered builds on secure foundations. Assessments will be used to identify pupils who would benefit from additional catch-up support. Providing pupils with high-quality feedback, building on accurate assessment, is likely to be a particularly promising approach.	<ul style="list-style-type: none"> <li>Reviewed as part of settling in report and Subject Progress Checks</li> <li>Included in QA cycle e.g. work scrutiny</li> <li>Agendas for Department and SLT LMM monitoring</li> <li>Review of action plans</li> </ul>	<p>Work has been started on reviewing the recovery curriculum for returning back to school.</p> <p>Assessment and feedback is part of our lockdown offer. Engagement is currently at 84% / further work being focussed on increasing level and quality of work being completed.</p> <p>Included on rolling agenda at all meetings.</p>	Costed under reading tests		SM	Ongoing
No students to miss learning time; 'Protect every lesson like it was their last' to avoid any further gaps in knowledge.	There is no substitute for being in front of the teacher as school closure has so clearly demonstrated. This strategy will ensure that children have access to great teaching – the single biggest thing that will enable children to get caught up.		<ul style="list-style-type: none"> <li>Expectation enforced through bulletin and communications</li> </ul>	Same mentality for return to school when it is safe to do so.	Redirection of staffing roles	0	WCG/JLH	Ongoing
Form time + Period 6 intervention should plug gaps in subject knowledge and prepare students for their examinations (mocks and summer exams)	100% of pupils on track for FFT50.	<p>There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch up strategy.</p> <p>Tuition delivered by qualified teachers is likely to have the highest impact.</p> <p>In order to support pupils who have fallen behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary. For example, phonics for some Y7 pupils.</p>	<ul style="list-style-type: none"> <li>EMRA meeting runs fortnightly to review progress/ make changes to intervention forms</li> <li>Form time included in Quality Assurance programme e.g. learning walks / pupil voice</li> </ul>	<p>Same structure for school day will be in place on returning to school.</p> <p>Awaiting outcome of Ofqual consultation to decide curriculum and raising achievement plan for Year 11.</p> <p>All year groups will have a RAM plan in place.</p>		0	LO/JLH	Ongoing
Year 11 – form time intervention for subjects								
KS3 – form time intervention / small group for literacy / numeracy								
All year teams made up of – English teacher / Maths teacher / Science teacher / Humanities teacher / RE teacher								
Where needed SEMH workshops will run also.								
Purchase revision guides for all students in all subjects to ensure independent work can be completed at home.	We will track home learning engagement stats in Years 10 and 11 to highlight the successful use of revision guides at home. Improved attainment and progress scores between November and March mocks in Year 11.	<p>Pupils' access to resources has been an important factor affecting the extent to which they can learn effectively at home. Use of revision guides will be modelled to pupils in lessons so that pupils will be provided with support and guidance on how to use them at home.</p> <p>Through providing all Year 10 and 11 with revision guides will ensure that they have completed sets of accurate notes from which to revise from.</p>	<ul style="list-style-type: none"> <li>Admin hub to provide support in ensuring all children get revision guides required</li> <li>CL to select revision materials to be purchased</li> <li>Revision to be a rolling agenda item at department level / including modelling of how to make effective use of revision materials</li> </ul>	Pupils have been given access to e-copies of revision materials.	Cost of revision books	2000	LO/SM	Ongoing
Ensure that the new SENECA / CENTURY PREMIUM platform is rolled out successfully and monitor the usage across year groups	The resources available within SENECA will allow for strong independent learning at home and thus improve pupil progress when it comes to key assessment points (mocks).	<p>Students have access to smart assignments, bespoke revision materials based on a work completion algorithm, and wrong answer analysis for all subject based exam revision. Staff and students will be able to identify learning gaps and set bespoke homework and revision that covers these gaps. Analysis of students' work then builds over time and interleaved practice and revision is created. (£8000)</p> <p>The Apps invested in have shown to make at least 1 grades difference over time.</p>	<ul style="list-style-type: none"> <li>App champion to be selected in each department</li> <li>Link made to appraisal target for App Champions</li> <li>Use monitored via SLT LMM with CL</li> </ul>	<p>Century has been embedded in Science. Following National Lockdown we are also looking a the use of Century in other curriculum areas.</p> <p>All apps have been linked to pupils Firefly accounts for one click access.</p>	Cost of APP	5500	LO/SM	Ongoing
Continue the tracking of home learning engagement to keep up the positive momentum that was created during lockdown	Home learning will improve the independence of our students as well as support progress when it comes to key assessment points (mocks)	Subject-specific assessments might be used to identify particular areas where pupils have forgotten or misunderstood key concepts, to ensure that new material being covered builds on secure foundations. Tracking might be used to identify pupils who would benefit from additional catch-up support.	<ul style="list-style-type: none"> <li>Weekly review in place</li> <li>Any issues flagged with up YL / WCG / JLH – children entered into after school catch up sessions if not engaging with home learning.</li> </ul>	Engagement Team in place with tiered response. See separate guidance document.			WCG	Ongoing
Leaders to track and monitor catch up strategies closely looking at low effort – high impact successes and continually refining practice to ensure learning gaps are closed in the most effective and timely manner.	Quality first teaching remains the single most effective strategy for closing learning gaps. A focus on curriculum sequencing and RAG rating each curriculum subject area (PLC) will help leaders target specific subject domain knowledge students are not yet secure in.	Close and systematic tracking of maths app / Science / English student completion rates. Focus on number of questions answered correctly and time spent completing the tasks / videos.		Work with CL to review transition assessment plans.			LO/WCG/SM	Ongoing
APP maths / Eng / Sci subscription (homework catch up) Monthly report produced tracking				Use of apps included in task work during lockdown. App Champion in every department.				
Deliver a full program of revision techniques during Tutor Time (PM) sessions.	This will include a virtual talk from an external speaker who will also work with some students 1:1. Teaching revision techniques is a helpful way of preparing students for their mock and summer exams – impacting positively on exam outcomes.	Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress. The potential impact of these approaches is high. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils.	<ul style="list-style-type: none"> <li>Materials quality assured</li> <li>Revision to be a focus of QA programme</li> </ul>	These sessions to begin once arrangements have been confirmed from Ofqual.			LO/JLH/PLH	Ongoing

Meetings with students and their form tutors to address concerns about any aspects of school life	Additional transition support might include using assessment to identify areas where pupils are likely to require additional support or creating opportunities for teachers to share information about pupils' strengths and areas for development with colleagues, including between primary and secondary schools where possible.	Meetings to work with students to remove any barriers to learning. These might emerge from wellbeing or PASS survey / flagged up from My Concern or identified through report and settling in report data.  Meetings will take place to then allow for personalized plans to be put in place.	• Students included identified by AHT for Behaviour and Attitudes • Progress of pupils tracked on weekly behaviour and attitudes tracker	Virtual Parents Evenings via Parent Cloud to take place.			JLH	Ongoing
<b>E: Ensuring our SEND students are making social, emotional and academic progress following the lockdown period</b>								
Small group tuition for students in Year 7 who require support in numeracy and literacy; one TA to lead on the delivery.	The students who benefit from this small group work will make rapid progress in literacy and numeracy.	There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch up strategy.		TAS operating small group tuition sessions + break out rooms via MS Teams.			LAW	Ongoing
Direct leadership time from the SENCO to coordinate the intervention program for Y7s who require catch up.	The students who benefit from this small group work will make rapid progress in literacy and numeracy.	Named staff member to oversee intervention programme, including identification of pupils for the programme, Quality Assuring the programmes and evaluating the impact.	• Included in QA cycle e.g. work scrutiny	The SENDCo and Learning Support Team will contact children with an EHCP weekly (or more) to check in and support home learning.  All eligible children will be strongly encouraged to attend in-school provision each day			LAW	Ongoing
<b>F: Understanding T&amp;L strategies within the 'new normal' way of teaching</b>								
Coaching	The TLC strategies in particular are allowing students' to maximise learning and retain key subject knowledge.  Improved practice (T&L) across all areas of the curriculum on behaviour and relationships, explaining and modelling, questioning and feedback and practice and retrieval. This will allow learning to be accelerated and knowledge to be retained	Great teaching is the most important lever schools have to improve outcomes for their pupils. Ensuring every teacher is supported and prepared for the new year is essential to achieving the best outcomes for pupils. Providing opportunities for professional development—for example, to support curriculum planning or focused training on the effective use of technology—is likely to be valuable.  The CPD resource 'WalkThrus' is aligned with the evidence base, including Rosenshine's principles and practice; and the evidence base upon which Ofsted's	• Learning walks will be carried out every half term. Data from each half term is reviewed. • Sharing of best practice through CPD Boost webinars which include a focus on curriculum, T&L, behaviour and pupil premium. This will lead to the most effective classroom practice being shared and student learning optimised.	CPD has been focussed on effective use of MS Teams.  Next CPD session to return to Walkthru programme.  All CPD sessions have been uploaded onto Firefly.		Costed out of T&L budget	LO/WCG	Ongoing
Focus on Rosenshine & WALK THRU strategies leading to all students knowing more and remembering more of the common curriculum being taught Evidence-based strategies are supporting students' learning potential in knowing more and remembering more	The TLC strategies in particular are allowing students' to maximise learning and retain key subject knowledge.  Improved practice (T&L) across all areas of the curriculum on behaviour and relationships, explaining and modelling, questioning and feedback and practice and retrieval. This will allow learning to be accelerated and knowledge to be retained	Great teaching is the most important lever schools have to improve outcomes for their pupils. Ensuring every teacher is supported and prepared for the new year is essential to achieving the best outcomes for pupils. Providing opportunities for professional development—for example, to support curriculum planning or focused training on the effective use of technology—is likely to be valuable.  The CPD resource 'WalkThrus' is aligned with the evidence base, including Rosenshine's principles and practice; and the evidence base upon which Ofsted's inspection framework is based. Mastery learning has a 5+ month increase in progress and retrieval practice proven to be highly effective in making learning stick (EEF)	• Learning walks will be carried out every half term. Data from each half term is reviewed. • Sharing of best practice through CPD Boost webinars which include a focus on curriculum, T&L, behaviour and pupil premium. This will lead to the most effective classroom practice being shared and student learning optimised.	CPD has been focussed on effective use of MS Teams.  Next CPD session to return to Walkthru programme.  All CPD sessions have been uploaded onto Firefly.		Costed out of T&L budget	LO/WCG	Ongoing
<b>G: Gaps in 'careers and further education' advice and guidance</b>								
Ensure all Year 11s benefit from a 1:1 careers interview outside of lesson time (Before and after school; CORE PE; lunchtime; breaktime) - Breakfast and lunch to be provided for pupils that meet before school or lunchtime.	This is essential advice and guidance that the school must offer to all students so they are thinking about what they will be doing next academic year and beyond	Planning and providing transition support, including transition to post 16 such as running dedicated transition events—either online or face-to-face, as restrictions allow—is likely to be an effective way to ensure pupils start the new year ready to learn and with ideas for next steps.	• Overseen by Careers Advisor • Outcomes from meetings reviews as part of QA cycle	Careers interviews taking place virtually.			JEM	Ongoing
<b>H: Understanding the ability of our new Year 7 intake without SATS scores</b>								
GLS testing for all Year 7 students - Identify the ability of all students so as they can be set in CORE subjects in Jan 2021	These tests will enable us to track reading ages and highlight the positive impact our literacy strategy is having. Assessments will allow us to identify children requiring support.	Assessment can help teachers determine how to most effectively support their pupils. Every pupil will have been affected differently by Covid-19. Making it easier for teachers and other school staff to provide effective support. Standardised assessments in literacy or numeracy might be used to identify pupils who would benefit from additional catch-up support.	• Data manager to oversee • Results to be reviewed via EMRA group	GLS assessments to be repeated on return to school.			SM	Ongoing
<b>I: Wellbeing: Students adjusting to the new school routines and structures</b>								

Initiate the student coaching model	The introduction of peer tutoring approaches appears to have a positive impact on learning, with an average positive effect equivalent to approximately five additional months' progress.	All pupils will need support to transition back to school and as the Covid pandemic continues students are going to need different way to access continued support.  In addition the current classroom set up and recommendation from the DFE is that teachers must maintain a distance of 2m / ideally teaching from the front. We need to extend the confidence of young people to provide peer to peer support. The EEF toolkit suggests that quality feedback can be of high impact. (+8 months) so to can peer tutoring or coaching (+5 months)	<ul style="list-style-type: none"> <li>Overseen by T&amp;L team</li> <li>Outcomes to be reviewed as part of QA cycle e.g. pupil voice</li> </ul>	To be introduced on return to school.			JLH	Ongoing
Pay for hours of counselling time / Having additional counsellors or the provision will allow for more children to have access to specialist advice and guidance over their worries centred around post lock down routines and anxieties. This will have an overall impact on well-being which will lead to a more positive outlook in lessons and around school. LAW to look at finding a counsellor / in-house training.	Impact on attendance - 96%+  Longer term impact on attainment.	Returning to school we have several pupils who have lost parents/grandparents to Covid. We also have a high proportion of pupils with SEM issues who will require support.  This pupils will need support to transition back to school.	<ul style="list-style-type: none"> <li>Overseen by DSL</li> <li>Need for counselling reviewed through the Core Safeguarding Team.</li> <li>DSL to review progress data/ attitude to learning data</li> <li>Regular wellbeing checks to be maintained where required.</li> </ul>	<p>We have engaged the services of the Local Authority Mental Health Team to provide further support for pupils.</p> <p>The DSL and Safeguarding Team will make weekly, or in some cases daily, contact with vulnerable pupils.</p> <p>MyConcern will continue to be used to record any issues/concerns.</p> <p>All eligible children will be strongly encouraged to attend in-school provision each day</p>			LAW	Ongoing
Attitudinal survey (PASS) to look at pupil attitudes to school to enable early intervention.	Impact on attendance - 96%+  Longer term impact on attitudes to learning.	To identify students who would benefit from a reengagement programme for their learning. All pupils will need support to transition back to school. However, there are particular challenges for some pupils starting a new school after the disruptions caused by Covid-19. The PASS survey will enable us to identify children who may require further support linked to attitude to learning and engagement.	<ul style="list-style-type: none"> <li>Data manager to oversee Results to be reviewed via SLT / YL</li> </ul>	Further survey to be completed on return back to school.			SM/JLH	Ongoing
Staff trained in mental health 1st aid		Returning to school we have several pupils who have lost parents/grandparents to Covid. We also have a high proportion of pupils with SEM issues who will require	<ul style="list-style-type: none"> <li>Overseen by DSL</li> </ul>	Currently have 4 staff trained.			LAW	Ongoing
<b>J: Wellbeing: Concerns around anxiety and safeguarding issues following the lockdown period</b>								
Wellbeing interventions, led by Intervention Team, for specific pupils whose emotional wellbeing is fragile. (Focus on self-awareness, self-management, social skills, self-esteem and anxiety). Pupil anxieties decrease and they can therefore fully engage in lessons.	Impact on attendance - 96%+  Longer term impact on attitudes to learning.  Improvement in PASS results over time.	Returning to school we have several pupils who have lost parents/grandparents to Covid. We also have a high proportion of pupils with SEM issues who will require support.  This pupils will need support to transition back to school.	<ul style="list-style-type: none"> <li>Overseen by DSL</li> <li>DSL to review progress data/ attitude to learning data</li> <li>Regular wellbeing checks to be maintained where required.</li> </ul>	<p>The DSL and Safeguarding Team will make weekly, or in some cases daily, contact with vulnerable pupils.</p> <p>MyConcern will continue to be used to record any issues/concerns.</p> <p>All eligible children will be strongly encouraged to attend in-school provision each day</p> <p>Wellbeing meetings and check ins continue to take place.</p> <p>Wellbeing sessions running every day</p>			LAW/JLH	Ongoing
<b>K: Ensuring parental engagement levels are maintained during the 'virtual meeting' era</b>								
A new system in place for parents evenings in 2020/21 to ensure regular dialect between home and school regarding academic performance (Cloud)	Impact on attendance - 96%+  Longer term impact on attitudes to learning / homework	Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with children's academic outcomes.  Provide practical strategies to support learning at home. Support parents to create a regular routine and encourage good homework habits which is proven to impact on progress..	<ul style="list-style-type: none"> <li>Overseen by AHT for Behaviour and Attitudes</li> <li>Parent and pupil voice to be carried out regarding effectiveness / ways to improve communication</li> </ul>	Parents evenings to take place virtually.			JLH	Ongoing
Set up virtual drop ins for pupils and parents. This will support learning conversations at home which is proven to impact outcomes both academic and personal								
<b>L: The new plans for the school day create a number of logistical difficulties which could hamper high quality teaching and learning if we are not careful</b>								

To train staff members to become qualified coaches. Considering the COVID situation, it is more essential than ever to offer staff coaching, particularly as they are working alone in classrooms rather than using staff bases. This will support staff morale and thus positively influence T&L	Positive outcomes from staff voice. Feedback from Quality Assurance processes including learning walks and book looks.	Great teaching is the most important lever schools have to improve outcomes for their pupils. Ensuring every teacher is supported and prepared for the new year is essential to achieving the best outcomes for pupils. Providing opportunities for professional development—for example, to support curriculum planning or focused training on the effective use of technology—is likely to be valuable. Almost all schools will also have made significant adjustments to organisational and logistical aspects of school life. Ensuring teachers have training and support to adjust to these changes is likely to improve the quality of teaching as all pupils return to school.	• Overseen by T&L team • QA to include staff voice / included in staff questionnaire	To be CPD focus on return to school.			LO/WCG	Ongoing
Purchase classroom visualisers, headsets and web cams for all departments to support the fact staff can no longer walk the classroom freely.	These will support high quality T&L as they will enable staff to model from the front (staff cannot freely move around the classroom).	Providing teachers with the tools to facilitate learning remotely will improve the deal that children will receive whilst learning from home.  The use of visualisers will enable teachers to model their own thinking which will help pupils develop their own self-regulation and metacognition skills.  Visualisers will also allow teachers to provide high quality feedback – in a time when staff should avoid contact with pupil work.	• Overseen by T&L team • QA to include staff voice / included in staff questionnaire / pupil voice	All staff have own equipment and are able to deliver live elements to learning.		1900	WCG	Ongoing
Purchase mini whiteboards and pens for all students. This action will enable staff to gauge the understanding of all students in the classroom, without having to walk around the classroom.	These will support high quality T&L as they will enable staff to model from the front (staff cannot freely move around the classroom).	Providing teachers with the tools to facilitate learning from a distance. Whiteboards are an effective strategy for teachers to carry out hinge point assessments – diagnosing quickly what children can and cannot do. (linked to WalkThru content).	• Overseen by T&L team • QA to include use of visualizers / modelling and explanation	These packs were sent out to pupils at the start of the lockdown		3300	WCG	Ongoing
<b>M. Modify our transition experience for Year 6 pupils and their parents to ensure both are adequately prepared for September 2021.</b>								
Produce online virtual tour of school.	To ensure that Year 6 to 7 make an effective transition to Blessed Robert Sutton.	This group of children will have missed out on 6 months of learning and potentially additional periods of time if they have had to self- isolate for any reason.	• Overseen by AHT for Transition • Parent and pupil voice to be carried out Sept 2022	Year 7 numbers will be confirmed on 01.03.21. Transition plan ready to be rolled out.			JSE	Ongoing
Operate numerous, small group, face to face events in school during the Spring and Summer terms rather than one whole year group event.							LAW	
Year 7 teachers to visit Y6 pupils in their primary schools (anticipate that more time will be needed for this than normal)							LAW	
Positive transition experience for Year 6 pupils and parents.							LAW/LO	
<b>N. Keep up - not Catch up</b>								
Use of Teaching Assistants to provide small group tuition to children attending Key Worker School. This also frees up Teaching Staff to focus on delivering high quality Live Lessons	This also frees up Teaching Staff to focus on delivering high quality Live Lessons	EEF supports impact of Small Group tuition	• Overseen by HT for Keyworker School	Currently in place		£79.50 p/wk Total - £700.00	WG / LAW	Ongoing

## Additions to plan following second lockdown -

### N. Development of Earliest Help Provision and Wellbeing Hub