

**Rationale:**

Following the 2020 lockdown due to the COVID-19 pandemic, schools have received an additional amount of money to provide catch-up support for those students that require it. At Longsands Academy, in order to utilise this additional funding in the best possible way, we have considered closely the research and advice put forward by the Education Endowment Foundation (EEF).

In line with the Education Endowment Foundation (EEF) guidance we have linked all activities being funded by the Catch-up Premium to the 3 key priority areas that make up their tiered model to curriculum planning

Key Priority Areas		
<p><b>Teaching and whole-school strategies</b></p> <ul style="list-style-type: none"> <li>• High-quality teaching for all</li> <li>• Effective diagnostic assessment</li> <li>• Support the delivery of the curriculum through high quality resources</li> <li>• Focusing on professional development</li> </ul>	<p><b>Targeted academic support</b></p> <ul style="list-style-type: none"> <li>• High-quality one to one and small group tuition</li> <li>• Academic support of A Level interventions</li> </ul>	<p><b>Wider strategies</b></p> <ul style="list-style-type: none"> <li>• Supporting students’ social, emotional and behavioural needs</li> </ul>

The table below outlines our intentional spend with a rationale accompanying each decision.

More information from the EEF

<https://educationendowmentfoundation.org.uk/covid-19-resources>

# Longsands Academy: Post COVID Student 'Catch Up' Strategy Statement

Planned Support Strategy	EEF Support Strategy Category (if applicable)	Impact/Evidence	Link to School Improvement Plan
Supporting high quality teaching by a significant increase to the allocation of lesson time for Year 13 students in each subject.	Teaching and whole-school strategies: High Quality Teaching for All	Longsands will increase curriculum time for each student in each subject from 8 hours per fortnight in Year 13 to 10 hours. This will help ensure high quality teaching for all, including the use of targeted diagnostic assessments to determine what students have or have not learned.  The additional lesson time will diagnose lost learning, or misunderstandings, that have occurred during the lockdown period.	Review and refine curriculum impact to ensure high levels of attainment and progress for all students in Year 13
Supporting high quality teaching via the purchase of additional textbooks and revision materials and guides	Teaching and whole-school strategies: Support the delivery of the curriculum through high quality resources	(a) All students to be given mini whiteboard, pen and rubber. This will allow for easier classroom feedback in September given the restrictions in place with regards to COVID-19.  (b) Money to be allocated to departments to help assist with additional revision guides and resources for Year 11 and Year 13 students.	Consolidate the 7 Principles of a Longsands lesson across departments
Support assessment and feedback in GCSE subjects (GCSEPod)	Teaching and whole-school strategies: Effective diagnostic assessment	(a) Longsands to purchase GCSEPod to provide students with the most comprehensive and thorough preparation possible and to provide teachers with feedback to enable any misconceptions or gaps in learning to be quickly addressed.	Review and refine curriculum impact to ensure high levels of attainment and progress for all students in Year 11.
Extended school time with targeted A Level Tutoring	Targeted Academic Support: A Level intervention	To close any gaps in learning that may have occurred during the lockdown period. There is extensive evidence supporting the impact of high quality 1:1 and small group tuition as a catch-up strategy  Subject specific assessments carried out to identify particular areas where students have misunderstood key concepts, to ensure that new material being covered builds on secure foundations. Areas can also be addressed through the targeted tutoring.	Review and refine curriculum impact to ensure high levels of attainment and progress for all students in Year 13

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<p>Support one to one and small group tuition as well as pre-teaching sessions in English and Maths. Reading guides to be used to support the pre-teaching group work.</p> <ul style="list-style-type: none"> <li>• Accelerated Reader</li> <li>• Tutors</li> </ul>	<p>Targeted Academic Support: High-quality one to one and small group tuition. Pre-teaching intervention</p>	<p>(a) Purchasing Accelerated Reader for students in Year 7-9 to improve motivation, reading skills and to support teachers in the monitoring of reading comprehension. This in turn will enable teachers to quickly identify and support pupils that may require additional support.</p> <p>(b)The appointment of subject tutors to deliver specialist catch up support in key subject areas from Year 7-13. These tutors will be able to provide targeted academic support through one to one and small group sessions.</p>	<p>Review and refine curriculum impact to ensure high levels of attainment and progress for all students in Year 11 and 13</p>
<p>Support the delivery of the curriculum through high quality resources - with the most vulnerable pupils having priority access to classroom / online resources (e.g. revision guides)</p>	<p>Targeted Academic Support / Teaching and whole-school strategies: Support the delivery of the curriculum through high quality resources</p>	<p>Money to be allocated to departments to help assist classroom resources for targeted disadvantaged students in Year 11 and Year 13 students, supporting their engagement in learning and progression in skills.</p>	<p>Review and refine curriculum impact to ensure high levels of attainment and progress for all students in Year 11 and 13</p>
<p>Interventions and measures to support pupils with social, emotional and behavioural needs:</p> <ul style="list-style-type: none"> <li>• Mental Health and Wellbeing Coordinator</li> <li>• Staff training on trauma</li> <li>• School Counsellors</li> </ul>	<p>Wider Strategies: Supporting students' social, emotional and behavioural needs</p> <p>Teaching and whole-school strategies: Focusing on professional development</p>	<p>The following actions will remove non-academic barriers to success by focusing on pupils' social, emotional and behavioural needs following potentially adverse experiences. They will help to improve attendance by supporting parents/carers who may be hesitant to send their children back to school.</p> <p>(a) The appointment of a temporary Mental Health and Wellbeing Coordinator to work with the SENDCO and Heads of Year to facilitate support and development good practice within Longsands to promote wellbeing and work with students with social, emotional, and mental health needs.</p> <p>(b) Bespoke training to staff designed to support a better understanding of trauma and the impact of learning. This will lead to improved provision and support.</p> <p>(c) Appointment of school counsellors to support students in addressing anxiety, trauma and mental ill-health.</p>	<p>To improve student knowledge of the world around them and understanding of emotional health and well being</p>

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