TheMidlandAcademiesTrust

1. Summary information					
School	Hartshill School				
Academic Year	20/21	**Total number of pupils**	999	**Total catch up budget (£80pp)**	£79,920
Initial plan audit date	TBC	**Interim impact review date**	TBC	**End of year strategy and impact review date**	TBC

1 Teaching

- Class reading books for year 8 and 9 Prep time to increase reading ages and comprehension.
- TRL3 per subject to plan and deliver an 8 month catch up plan for years 10 and 11 based on high tariff missed learning through a cycle of independent self teach/digital platform, online tutorial followed by application/testing lesson (interleaved lesson with current learning)
- High quality first teaching promoted through use of TLYMB techniques, live feedback to identify misconceptions/ gaps in learning.
- Focus on Checking for Understanding techniques and other AFL techniques, including whiteboards and re teach where necessary.
- Remote learning option in place (online) to suit pupil needs.
- Pupils supported in bespoke IT lessons to use Office 365 in preparation for any absence from school.
- MAT INSET to focus on aspects of curriculum to focus on post-lockdown, to ensure best possible outcomes for pupils.
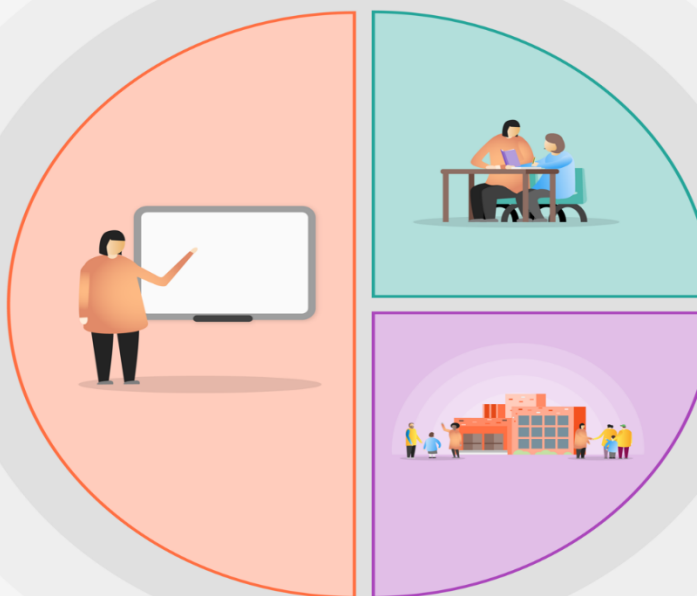
2 Targeted academic support

- Programme of curriculum catch-up support in place, utilising additional time in timetable and staggering. Focus on:
  Year 7/8: English/Maths catch-up including DI
  Year 9: English/Maths/Science catch-up.
  Year 10/11: Core and options focus
- Additional physical and mental well-being programme in place, led by pastoral team and delivered by non-core teaching staff. Vulnerable pupils targeted.

3 Wider strategies

- Employ family liaison support officers to:
  -Re-engage harder-to-reach families with the school.
  -Support families with accessing additional aid (food banks, income support etc).
- Implement focused attendance strategy.
- SEND additional support work for SEMH pupils.
- Cover timetable – where staff not required, used to support pupils.
- Improved communication plan and technical support for families, e.g., devices and online parents' evening

	2. Barriers to students catching up

	In-school barriers *(issues to be addressed in school, such as student gaps in curriculum knowledge, understanding or application)*
A.	Gaps in curriculum knowledge, inconsistencies within and between groups of pupils.
B.	Lesson delivery may be challenging, as some key strategies cannot be used due to COVID-19 risk assessment (social distancing limits circulation, feedback techniques more difficult to implement).
C.	Pupils have limited time within the school day to develop friendships and support their physical, mental and emotional well-being.

	External barriers *(issues which also require action outside school, such as low attendance rates)*
D.	Low attendance rates, particularly in Year 11.
E.	Parental disengagement, particularly families from disadvantaged backgrounds.
F.	Lack of technology/understanding of technology from pupils and parents where needed for remote learning.

	3. Desired outcomes *(desired outcomes and how they will be measured)*	Success criteria
A.	Pupils' gaps in knowledge addressed and those deemed behind receive targeted support in lessons and if required, academic intervention in small groups. Measurement: in class assessment, low stakes quizzes, homework. TRL3 per subject to plan and deliver an 8 month catch up plan for years 10 and 11 based on high tariff missed learning through a cycle of independent self teach/digital platform, online tutorial followed by application/testing lesson (interleaved lesson with current learning)	Nominated pupils attend catch-up support sessions. Gaps between pupils narrows as we progress through the academic year. High tariff questions in mock exam are completed successfully in line with new learning.
B.	All teaching staff delivering adapted TLYMB techniques, following focused CPD programme based on need. Measurement: CPD programme engagement	Teaching staff display strong, adapted TLYMB techniques to fuel progress of all pupils. Gaps between pupils narrows as we progress through academic year.
C.	Identified vulnerable pupils receive additional physical, health, emotional well-being support to improve engagement, friendships, and general well-being. Measurement: Improved engagement in lessons, survey of pupils identifies clear impact of their own attitudes and behaviours towards school.	Pupils further engaged in school life. Pupil surveys highlight improvement in social, emotional and physical well-being of the most vulnerable. Pupils form positive friendships, based on kindness, gratitude and support of each other.
D.	Improved attendance of all pupils, in particular the most vulnerable and Year 11.	Whole school attendance is in line with national average Year 11 attendance is in line with national average
E.	Increase parental engagement post-lockdown and return to school to ensure parents of our most vulnerable pupils can support their children to their full potential. Measurement: parent surveys, parent support measures, parents' evening figures.	Improved communication shown on Parent View and in surveys Improved attendance at significant events such as parents' evenings.
F.	Implement a remote education strategy to include technology support for parents and pupils as well as ensure all families have access to suitable technology to undertake	All pupils have access to a device outside of school. All pupils can access remote learning platform.

remote education wherever it is needed. Measurement: parent surveys, family liaison officer feedback, remote work being completed promptly.	All parents have received either face-to-face training or online training in supporting their children with remote work. Family liaison officers confirm families are accessing remote education programme where needed.

3. Planned expenditure
The three headings are taken from the Education Endowment Foundation Covid 19 support guide for schools, Any activities planned must either relate directly to this report or have independent and robust evidence of efficacy.
Teaching and whole-school strategies

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	What is the intended impact?	Staff lead	When will you review implementation?
Pupils' gaps in knowledge addressed and those deemed behind receive targeted support in lessons. Measurement: in class assessment, low stakes quizzes, homework.	Pupil assessment and feedback	EEF's research into providing pupils with high quality feedback, building on accurate assessment is stated to be a "particularly promising approach."	Gaps between pupils narrows as we progress through the academic year.	AHU	Every 4 weeks
TRL3 per subject to plan and deliver an 8 month catch up plan for years 10 and 11 based on high tariff missed learning through a cycle of independent self teach/digital platform, online tutorial followed by application/testing lesson (interleaved lesson with current learning)	Support independent study and assessment and feedback	Mirrors successful programmes (i.e. Pixl) designed to have regular, structured and measurable assessments.	High tariff questions in mock exam are completed successfully in line with new learning.	AHU	4 weeks
All teaching staff delivering adapted TLYMB techniques, following focused CPD programme based on need.	Supporting great teaching	EEF states that "great teaching is the most important lever schools have to improve outcomes for their pupils."	Teaching staff display strong, adapted TLYMB techniques to	PNE/CSM/BHA	Every 4 weeks
			Total budgeted cost	£	

Targeted support					
Desired outcome	**Chosen action / approach**	**What is the evidence and rationale for this choice?**	**What is the intended impact?**	**Staff lead**	**When will you review implementation?**
<mark>Pupils' gaps in knowledge addressed and those deemed behind receive targeted academic intervention in small groups.</mark>	National Tutoring programme	"There is extensive evidence supporting the impact of high-quality one-to-one and small group tuition as a catch-up strategy" *EEF, Covid-19 Support guide for schools.*	Nominated pupils attend catch-up support sessions. Gaps between pupils narrows as we progress through the academic year.	AHU/SBE	Every 4 weeks
	Intervention programmes	Evidence from the EEF suggest that in order to support those who are furthest behind following the return to school, small group interventions "are likely to be necessary" (EEF, 2020).			
<mark>Identified vulnerable pupils receive additional physical, health, emotional well-being support to improve engagement, friendships, and general well-being.</mark>	Intervention programmes	In addition to academic support, interventions might focus on a particular group of pupils based on their needs. For example, those with behaviour issues, social and emotional needs or SEND as identified by EEF.	Pupils further engaged in school life shown by Behaviour issues reduced by 40% Increase of achievement points to meet or exceed the ratio of 1:20 (B:A) Increased attendance	AWA/SBE	Every 2 weeks
			Total budgeted cost	£25,000	

Wider strategies					
Desired outcome	**Chosen action / approach**	**What is the evidence and rationale for this choice?**	**What is the intended impact?**	**Staff lead**	**When will you review implementation?**
<mark>Improved attendance, in particular the most vulnerable and Year 11.</mark>	Supporting parent and carers	It is essential that pupils' attendance increases, particularly for particular groups of pupils as "there is a risk that high levels of absence after the summer pose a particular risk for disadvantaged pupils." *EEF, Covid-19 Support Guide for Schools.*	Whole school attendance is in line with NA Year 11 attendance is in line with NA.	AWA	Weekly
<mark>Increase parental engagement post-lockdown and return to school to ensure parents of our most vulnerable pupils can support their children to their full potential. Measurement: parent surveys, parent support measures, parents' evening figures.</mark>	Supporting parents and carers	According to the EEF, and their research into *Communicating effectively with families,* "it is essential that schools and families continue to work together as pupils return to school."	Improved communication between parents and Hartshill Family liaison officers in place and working between Hartshill and local community and parents. Improved attendance of our most disengaged families at significant events such as parents' evenings.	AHU/SBE	Every half-term
<mark style="background-color:#00ff00">Implement a remote education strategy to include technology support for parents and pupils as well as ensure all families have access to suitable technology to undertake remote education wherever it is needed. Measurement: parent surveys, family liaison officer feedback, remote work being completed promptly</mark>.	Access to technology	The EEF's paper, *Best evidence on supporting students to learn remotely* highlights the need for clear remote strategy based on clear communication, improving access to devices particularly for disadvantaged pupils engaging parents in this aspect of the school's work.	All pupils have access to a device outside of school. All pupils can access remote learning platform. All parents have received either face-to-face training or online training in supporting their children with remote work. Family liaison officers confirm families are accessing remote education programme where needed.	BHA	Every 2 weeks
Total budgeted cost					£54920

4. Review of expenditure				
Whole school strategies				
Desired outcome	**Chosen action / approach**	**Impact:** Did you meet the success criteria?	**Lessons learned**	**Cost**
•		•	•	
Targeted support				
Desired outcome	**Chosen action / approach**	**Impact:** Did you meet the success criteria?	**Lessons learned**	**Cost**
	•	•	•	
Wider strategies				
Desired outcome	**Chosen action / approach**	**Impact:** Did you meet the success criteria?	**Lessons learned**	**Cost**
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