



THE DEAN TRUST
Lord Derby Academy

Lord Derby Academy Covid-19 Catch Up Development Plan

2020/2021

This plan runs in conjunction with the School Improvement Plan and the Pupil Premium Plan. **Actions/strategies in bold will be funded through the catch-up premium.**

Target Area	Specific Area of Support	Baseline Information	Action/Strategy	Integrated PP/SIP	Success Criteria	Who	When	Cost	RAG		
1. Teaching and Whole School Strategies	Supporting good teaching	Full complement of teaching staff in post.	<ul style="list-style-type: none"> • Training for staff to deliver high quality remote learning through Google classroom. • Training for staff in use of additional remote learning tools e.g. screencastify / podcasts. • Allocate time/funding for selected staff to create catch-up resources utilising in-house materials / BBC bitesize/Oak Academy resources. Resources to include work booklets / podcasts / pre-recorded revision lessons. • Provision of additional resources to aid learning support e.g. revision guides. • Provide staff with necessary tools and technology to deliver teaching remotely e.g. mini-visualiser for use at home. • All teachers access and use DT profile information and assessment data to inform high quality teaching and support. • Staff complete 'survey monkey' to determine areas to focus CPD/additional departmental training 	Y	<p>Staff are confident in the use of Google classroom.</p> <p>Staff have access to the required tools and CPD and are equipped to continue to deliver high quality teaching and learning in school and remotely.</p> <p>Pupils are able to access high quality materials in school and at home.</p> <p>Minimal disruption to pupil learning.</p>	CP/ HODS	Term 1 - ongoing	Use of existing Twilight calendar £0 Mini visualiser for all teaching staff £375 Remote learning subject bids £15,000	✓	✓	✓
	Pupil assessment and feedback	Pupil profile data collected HT1.	<ul style="list-style-type: none"> • All staff to complete Dean Trust Child profiling on SIMS to identify emotional/ academic/ wellbeing gaps. • CATS testing for Y7 to provide baseline data. • Numeracy and literacy ages collected for KS3 pupils and appropriate support plans developed. • Additional literacy and numeracy resources purchased / catch-up sessions delivered by TA's. • Data analyses to inform key groups for specific criteria including assessment data and behaviour for progress. Diagnostic approach adopted by subjects and pastoral staff to identify gaps in learning and pastoral needs. • Termly assessment of pupil attainment to monitor progress. • Bespoke sessions delivered by school and external providers to motivate and engage pupils e.g. Fix-up seminars / re-engage. 	Y	<p>Assessment information used effectively to identify gaps in learning and inform strategy. Strategies have impact on pupil progress and development.</p> <p>Literacy ages improve.</p> <p>Increase in % of targeted pupils who are committed learners.</p>	LM/JE/HODS/HOY LMO/KA/CT	Term 1	£7000	✓	✓	✓
	Transition support	Transition meetings held in August with new Y7 pupils / parent/carer and form tutor. Package of information to support transition. Induction days with well-being	<ul style="list-style-type: none"> • HOY and safeguarding team accessed well-being training in summer 2020. Training cascaded to all staff at September INSET to support pupils on return. • Induction days delivered to all pupils on return to school. • Y6 summer assessment objectives shared with HODS to inform curriculum support. • Recovery curriculum developed and delivered to Y7 (8 and 9 in some cases). • Identify additional transition needs through DT pupil profiling and recovery curriculum. 	Y	<p>Staff supported in delivering well-being focus as part of induction. Pupils from all year groups settle back in to school positively. Parents of new Y7 are fully informed and able to support pupils with transition from primary school.</p>	SLT / HODS / HOY / HJo / JK	HT1			✓	✓
							Spring Term	£2000	✓	✓	✓
							Ongoing		✓	✓	✓

		focus were planned ready for September opening.	<ul style="list-style-type: none"> Well-being programme delivered to identified cohorts to support pupils with the transition back to school post-lockdown e.g. re-engage programme. CEAIG programme delivered through combination of face to face interviews, in-school support and online materials e.g. virtual taster days / virtual open evenings / mock interviews. 		Appropriate support packages are available and accessed by those in need to enhance well-being. CEAIG delivered to all Y11 pupils in preparation for transition to post-16.		HT2 - ongoing HT1 - ongoing	£6,000 £T.B.C	✓ ✓	✓ ✓	✓ ✓
2. Targeted Support	One to one and small group tuition	Registered through NTP. External maths and English staff in post.	<ul style="list-style-type: none"> Identify suitable tutoring agencies through https://nationaltutoring.org.uk/ Tutors secured through NTP to deliver additional tutoring in English and mathematics Identify cohorts and specific areas of learning for tutors to deliver to on a rolling programme. Kip McGrath programme for targeted SEND pupils. Employment of extra teaching staff allow English and maths to reduce pupil/teacher ratio in Y11. 	Y	Intervention is targeted at specific gaps in learning. Pupils have access to the resources required to accelerate progress. Pupils who cannot access school regularly are supported online. Programme of one-one and small group tuition is in place.	LM/JE/ HODS/CT	HT2 - ongoing HT1 – ongoing	£14,000 £2500	✓ ✓	✓ ✓	✓ ✓
	Intervention Programme	Registered for NTP.	<ul style="list-style-type: none"> Tutors secured through NTP (Tutor Trust) to deliver additional tutoring to identified pupils focusing on specific areas of learning with identified pupils on a rolling programme. Analysis of school data used to identify pupils in need of intervention – initial focus on English and maths / well-being. Subject diagnostic analysis informs specific areas of focus. Provision of subject specific resources e.g. musical instruments / subject study guides / art resources. Identify suitable on-line tuition providers - programme to be delivered to specific pupils. Maximise external agency support and existing links to provide catch-up opportunities e.g. Shaping Futures. Extended subject study sessions are scheduled within curriculum time to accelerate progress e.g. accelerate English / maths / masterclasses / coursework completion. Well-being programme delivered to identified cohorts to support pupils with their personal development e.g. re-engage programme. 	Y	Pupils engage with programme. Learning gaps are reduced.	LM/JE/ HODS	HT1 - ongoing HT3	£5000 £T.B.C	✓ ✓ ✓ ✓ ✓	✓ ✓ ✓	✓ ✓ ✓
	Extended School time	Y11 additional Study support / half term sessions are an established feature of provision.	<ul style="list-style-type: none"> Secure staffing to run additional study club sessions / master classes. Targeted study clubs for year 7-10 to be launched in January (5x25 weeks. 1 hr per week at £25 per hour). Explore online enrichment / tuition options to be delivered by tutors from external providers e.g. MyTutor / Tutor Trust / GCSE Pod. CEAIG support provided after school – e.g. applications. Launch Y11 study support programme – lunchtime sessions and after school sessions in HT2. Provide refreshments and rewards for pupils at study support. Twilight catch-up evenings for Y11 subjects 	Y	Pupils have access to high quality support out of school hours. 100% of targeted pupils attend additional sessions. Pupils have a place to study. Learning habits are embedded. Gaps in knowledge are reduced.	LM/ JE / HODS / HOY	HT2 HT3 Term 2 HT2 HT2 HT3	£3,125 £T.B.C £1500 £2500	✓ ✓ ✓ ✓ ✓ ✓	✓ ✓ /	✓ ✓

			<ul style="list-style-type: none"> • Explore potential tuition programme to be delivered by ITT cohort • Extend study support programme to pre-school and weekend / half term in Spring 2021. 					£1500	✓		
3. Wider Strategies	Supporting parents and carers	Information shared via letters / website / weekly newsletter / twitter to ensure informed.	<ul style="list-style-type: none"> • Year group Handbook to support sharing of information. • Remote learning guide shared with pupils and parents. • Subject information leaflets to support parents and carers. • Calendared parents' evenings go ahead virtually through use of School Cloud. • School Cloud 'how to' guide shared with parents/carers. • Additional invitations for parental call backs. • Financial support to provide uniform/resources. 	Y	All parents/carers receive key information and feel more equipped to support pupils. School-home links enhanced. 'Attendance' at parents' evenings exceeds 2019 figures.	LM / CP/ HOY/ HODS	HT2/3 Ongoing	£3,500	✓	✓	✓
	Access to technology	Significant numbers without access to IT / WIFI. Laptops being issued to pupils in need (%?)	<ul style="list-style-type: none"> • Identify pupils who have not got access to technology / Wi-Fi via questionnaire / pastoral staff. • Source devices / routers. • Issue devices to pupils. • Demonstrate to pupils in lessons how to access applicable learning platforms e.g. Google classroom • Monitor use of devices / engagement with remote learning. 	Y	100% of pupils are able to access device. Pupils are confident in using remote learning tools.	JA / CP Subject teachers	Summer 2020 Ongoing		✓	✓	✓
	Summer support	Summer school provision established.	<ul style="list-style-type: none"> • Pupils in Year 6 receive literacy and numeracy lessons. • Programme of additional Y6 enrichment activities to develop social skills / teamwork / engagement. 	Y	Gaps in literacy and numeracy are reduced. Pupils attend summer school and are prepared for transition to secondary school.	JE	Summer 2021		✓	✓	