



THE DEAN TRUST
Lord Derby Academy

Lord Derby Academy Covid-19 Catch Up Development Plan

2020/2021/2022

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	Impact	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 subject specific resources e.g. musical instruments / subject study guides / art resources. • 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 • Study guides / materials for all year groups to support teaching and learning / independent study 202122 in English, maths and science. KS4 resources for all subjects. 	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> <p>All pupils have access to physical bank of resources to support study/revision/catch-up.</p>	<p>ALL staff have adapted to remote provision using Google classroom and have delivered curriculum remotely. <i>Staff / pupil voice has been positive.</i></p> <p>99% of Y11 pupils rated the Remote Learning provision as Good or Outstanding.</p> <p>Additional materials have supported pupils in accessing curriculum and subjects requiring specialist resources. e.g musical instruments.</p> <p>100% of the cohort received paper- based study support packs during lockdown – no pupil left behind. Additional stationary packs distributed to those with limited resources at home.</p> <p>Regular staff surveys highlight strengths and areas for development.</p> <p>All teaching staff delivered remote learning during lockdown.</p> <p>Pupil profile information informed teaching and identified pupils in need of additional packages of support.</p> <p>Resources being used in lessons and as independent study tools to support learning e.g Macbeth revision cards.</p>	CP/ HODS	Term 1 - ongoing	<p>Use of existing Twilight calendar £0</p> <p>Mini visualiser for all teaching staff £375</p> <p>Remote learning subject bids £15,000</p> <p>Subject specific resources £5000</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>

	<p>Pupil assessment and feedback</p>	<p>Pupil profile data collected HT1.</p>	<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 (booked for Sept. 21)/ re-engage. 	<p>Y</p>	<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>	<p>Profiles completed and used to inform support. CATS data used to baseline Y7.</p> <p>Resources used regularly in literacy lessons. Data indicates pupil reading ages have improved across all KS3.</p> <table border="1" data-bbox="1501 226 2243 871"> <thead> <tr> <th>Reading Age Group</th> <th>No of students starting at this reading age (Sep 20)</th> <th>Students Making 6+ Months Progress Sep 20 - Jul 21 (%)</th> <th>Students Making 12+ Months Progress Sep 20 - Jul 21 (%)</th> <th>Students Making 14+ Months Progress Sep 20 - Jul 21 (%)</th> </tr> </thead> <tbody> <tr> <td>Year 7 Amber</td> <td>68</td> <td>58.80%</td> <td>57.40%</td> <td>52.90%</td> </tr> <tr> <td>Year 7 Red</td> <td>51</td> <td>72.60%</td> <td>64.70%</td> <td>58.80%</td> </tr> <tr> <td>Year 8 Amber</td> <td>53</td> <td>49%</td> <td>32%</td> <td>28.30%</td> </tr> <tr> <td>Year 8 Red</td> <td>27</td> <td>33.30%</td> <td>18.50%</td> <td>11.10%</td> </tr> <tr> <td>Year 9 Amber</td> <td>58</td> <td>27.60%</td> <td>24.10%</td> <td>24.10%</td> </tr> <tr> <td>Year 9 Red</td> <td>39</td> <td>28.20%</td> <td>12.80%</td> <td>10.30%</td> </tr> </tbody> </table> <p>Reading Box:</p> <ul style="list-style-type: none"> Address the gap between decoding skills and comprehension ability Ask literal, interpretive, inferential and critical questions Are self-managing and motivational. <p>Pupils selected by HOY using profile information. Pupils accessed programme.</p> <p>Term 1 report data shows an increase in the percentage of pupils identified as committed and outstanding learners. (e.g 22% increase from Y9 to 10)</p> <p>Re-engage reports demonstrate engagement scores improved by 34%.</p> <p>All Y11 and Y7 cohorts participated in session during Sept. 21 induction days focusing on motivation, achievement and mental well-being. Pupil and staff feedback comments were positive.</p>	Reading Age Group	No of students starting at this reading age (Sep 20)	Students Making 6+ Months Progress Sep 20 - Jul 21 (%)	Students Making 12+ Months Progress Sep 20 - Jul 21 (%)	Students Making 14+ Months Progress Sep 20 - Jul 21 (%)	Year 7 Amber	68	58.80%	57.40%	52.90%	Year 7 Red	51	72.60%	64.70%	58.80%	Year 8 Amber	53	49%	32%	28.30%	Year 8 Red	27	33.30%	18.50%	11.10%	Year 9 Amber	58	27.60%	24.10%	24.10%	Year 9 Red	39	28.20%	12.80%	10.30%	<p>LM/JE/HODS/HOY LMO/KA/CT</p>	<p>Term 1</p> <p>Spring / Summer Term</p>	<p>£2370</p> <p>£7000</p> <p>£8640.00</p> <p>£1000</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>
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	<p>Transition support</p>	<p>Transition meetings held in August with new Y7 pupils / parent/carer and form tutor. Package of information to support transition.</p>	<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. 	<p>Y</p>	<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>	<p>Training accessed and delivered. Staff confident in supporting pupils on return.</p> <p>Smooth transition to full opening evident. Y7 cohort settled well following highly supportive induction programme.</p> <p>98% of Y11 pupils rated the support provided as Good or Outstanding</p>	<p>SLT / HODS / HOY / HJo / JK</p>	<p>HT1</p> <p>Ongoing</p> <p>HT2 - ongoing</p>	<p>£4,000</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>																																			

		<p>Induction days with well-being focus were planned ready for September opening.</p> <ul style="list-style-type: none"> Recovery curriculum developed and delivered to Y7 (8 and 9 in some cases). Identify additional transition needs through DT pupil profiling and recovery curriculum. 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. 		<p>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. Resources available for transition in to next academic year 21/22.</p>	<p>Bespoke programmes delivered to address gaps from Y6 e.g RSE unit</p> <p>Pupils in need of additional support identified and supported through Re-engage. Re-engage reports demonstrate <u>100% of pupils</u> feel they now have the skills to manage their own wellbeing and are aware of the importance of engaging with health and support services if necessary. CEIAG programme delivered - 94% of Y11 rated CEIAG as good or outstanding. Post-16 resources purchased and distributed to support transition from KS4-5. Pupil voice indicated resources were well-received. <i>'This is so useful and thoughtful, thank you'</i></p>		<p>HT1 – ongoing</p> <p>HT3 – ongoing</p>	<p>£8640.00</p> <p>£1800</p>	<p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p>	
2. Targeted Support	One to one and small group tuition	<p>Registered through NTP.</p> <p>External maths and English staff in post.</p>	<ul style="list-style-type: none"> Identify suitable tutoring agencies through https://nationaltutoring.org.uk/ Tutors secured in English/maths/science for academic year 202122 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	<p>Intervention is targeted at specific gaps in learning and pupils impacted most by isolations as a result of Covid. 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. Pupils engage with programme. Learning gaps are reduced.</p>	<p>No external tutors available to meet LDA request. To carry over to 21/22.</p> <p>3 tutors secured from November 21.</p> <p>Pupils accessed KIP McGrath tuition and successfully engaged with provision. Secured appropriate qualifications.</p>	LM/JE/ HODS/CT	<p>HT2 - ongoing</p> <p>HT1 – ongoing</p> <p>HT1 - ongoing</p>	<p>£14,000</p> <p>£2500</p>	<p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p>
	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. 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. 	Y		<p>No external tutors available to meet LDA request. To carry over to 21/22 via Tutor Trust. Tutors secured for English, maths and science from November 2021.</p> <p>Google classroom resources and capacity explored by staff. Variety of programmes used to engage pupils.</p>	LM/JE/ HODS	HT3	<p>£T.B.C</p> <p>£2000</p>	<p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p>

		<ul style="list-style-type: none"> 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. Programme to continue in 202122. Cells project to be delivered to targeted year group (Y10) – reduce risks of involvement in anti-social behaviours 		Pupils are made aware of community risks and consequences of involvement in anti-social/criminal behaviours	<p>Extended periods of lockdown limited additional support sessions in Term 2.</p> <p>Re-engage reports demonstrate an average of 20%+ improvements in well-being scores of targeted cohort.</p> <p>Pupil, parent and staff feedback very positive.</p>			£1000	✓	✓	✓
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). (carry over to 2122 due to Lockdown 3). 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 (carry over to 2122) Explore potential tuition programme to be delivered by ITT cohort Extend study support programme pre-school and weekend / half term in Spring 2021. 	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.	<p>Extended periods of lockdown and Covid restrictions limited additional support sessions.</p> <p>99% of Y11 received confirmed offer of post 16 place. 90% of Y11 accessed at least one subject after school.</p> <p>Y11 Easter school attended by over 100 pupils.</p> <p>After school sessions provided by staff. Y11 pupils accessed study base after school. <i>A8 improved from 2019.</i></p>	LM/ JE / HODS / HOY	HT2 HT5 HT2 HT2 HT3	£1,250 £1000 £2500 £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.	All Y11 pupils issued with printed and online version of handbook to support pathway through Y11. No gaps in communication during periods of isolation. Schoolcloud feedback from parents/carers was positive. Enabled communication with individual teachers.	LM / CP/ HOY/ HODS	HT2/3 Ongoing Ongoing	£3,500 £1000	✓	✓	✓	✓	✓		
	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.	100% of LDA pupils had access to a device by January 2021. Over 600 devices received to support pupils. Pupils increasingly competent in using google classroom and pupil voice was appreciative of frequency of 'live lessons'. Provision of devices enabled live online mocks to continue for 20% of Y11 cohort who were isolating. Classcharts data indicates that 94% of the cohort used devices to access remote learning.	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. Programme of activities offered to Y7-10 over summer holiday period. Remote revision resources available in all subjects for Y10 - 11 to access during summer holiday 	Y	Gaps in literacy and numeracy are reduced. Pupils attend summer school and are prepared for transition to secondary school. Pupils experience a range of enrichment and academic activities. Social and academic development evident.	95% of new Y7 accessed provision. Pupil voice indicates cohort enjoyed the provision and are more confident about starting at LDA. 40% of school population accessed provision. Y10 cohort achieved first aid qualification. Pupils participated in outdoor activities – developed teamwork and communication skills. Improved well-being. Pupils able to conduct independent study targeted at gaps identified from assessments.	JE	Summer 2021	T.B.C £1000		✓	✓	✓	✓	✓	