

Nunthorpe Academy's COVID-19 Catch-up Plan

Summary information			
Total number of pupils:	1,559	Total catch-up premium:	£114,000
<p>Nunthorpe Academy have adopted a holistic approach when devising our catch-up strategy. This is an approach which includes all year groups and subjects. We are also aware of the impact the pandemic has had, and continues to have, on the social and emotional well-being of our students and have considered and planned for this as part of our strategy. Attendance will continue to be a priority for the Academy and where this affected by periods of self-isolation we are committed to providing remote learning which is comparable to in school provision. The successful implementation of this strategy will ensure that our students are able to access the education, opportunities and outcomes they deserve despite the current global situation.</p>			
Main barriers identified as a result of COVID-19			
1	Gaps in curriculum coverage, knowledge, skills and understanding due to extended absence from education.		
2	Gaps in knowledge, skills and understanding due to a lack of engagement with remote learning.		
3	Increased needs linked to social, emotional and mental health issues as a result of extended absence from education.		
4	Continued periods of absence due to COVID-19.		
5	Limited face-to-face contact with parents and carers.		
6	Access to technology to support remote learning.		
Focus areas			
A	Quality teaching for all.		
B	Remote Learning.		
C	Parental engagement.		
D	Intervention and tuition.		
E	Behaviour, personal development and wellbeing.		

Quality teaching for all							Barriers : 1 and 2
Area	Intervention	Year Group	Frequency	Length of intervention cycle	Intended outcome and success criteria	How will we know it has been implemented well?	Staff Lead
All subjects including pastoral curriculum plans	Curriculum plans for 2020/21 amended for each subject to ensure that essential knowledge and skills are covered.	All	Reviewed Summer 2020. Ongoing reviews.	Not applicable	All students receive a curriculum that takes into account the lost learning due to lockdown.	<ul style="list-style-type: none"> All plans reviewed Vice Principal and the relevant Assistant Vice Principal lead. Academy QA process will monitor implementation in planning, lessons and books. Standing agenda item in LMM. 	Vice Principal
All subjects including pastoral Curriculum plans	Each Subject Leader has completed a post Covid-19 planning document for each year group. This details how gaps will be addressed and how CPM have been adapted in response to the pandemic.	All	Completed Autumn 2020	Not applicable	All students receive a curriculum that takes into account the lost learning due to lockdown.	<ul style="list-style-type: none"> All plans reviewed Vice Principal and the relevant Assistant Vice Principal lead. Academy QA process will monitor implementation in planning, lessons and books. 	AVP SLT lead
All externally assessed subjects	GCSE and A Level planning has been reviewed and adapted to reflect the changes to assessment arrangements in certain subjects.	Year 11 (and Year 13)	Reviewed Summer 2020. Ongoing reviews.	Throughout the year.	All students receive a curriculum that takes into account the changes to the Summer 2020 exam Specifications.	<ul style="list-style-type: none"> Reviewed by the relevant Assistant Vice Principal lead. Academy QA process will monitor implementation in planning, lessons and books. 	AVP SLT lead
All externally assessed subjects	In subjects where full specification content is still to be covered, subject leaders have modified plans to ensure that essential skills and knowledge are covered.	Year 11 (and Year 13)	Reviewed Summer 2020. Ongoing reviews.	Throughout the year.	All students receive a curriculum that takes into account the changes to the Summer 2020 exam Specifications.	<ul style="list-style-type: none"> Reviewed by the relevant Assistant Vice Principal lead. Academy QA process will monitor implementation in planning, lessons and books. 	AVP SLT lead
All staff	Supporting for teaching staff after significant period of absence. CPD to focus on: <ul style="list-style-type: none"> Non negotiables differentiation ready, respectful, safe in lessons Remote learning 	All	CPD will occur throughout the year	Not applicable	All students receive a high quality amended curriculum that meets the needs of all students.	Academic QA processes will monitor compliance and the impact.	Vice Principal

Remote Learning							Barriers : 1, 2, 3 and 6
Area	Intervention	Year Group	Frequency	Length of intervention cycle	Intended outcome and success criteria	How will we know it has been implemented well?	Staff Lead
Remote learning	Zoom and Teams Classroom protocol updated to support the return to school and then to support remote learning as required.	All	When required	Ongoing	<ul style="list-style-type: none"> Lessons available on Zoom/Teams for isolating students. Live lessons available when full classes are self-isolating. Consistent, whole school approach to delivery of remote learning in place. Isolating students are able to access work in line with that which that which is covered in class. The impact of remote learning is good and does not put students at a disadvantage. 	<ul style="list-style-type: none"> QA of provision on ClassCharts, Zoom and Teams focusing on non-negotiables and quality of work. QA meetings with the relevant HoD and their SLT lead DC data 	Vice Principal
Staff training for remote learning	CPD sessions to introduce remote learning non-negotiables.	All	Autumn term and then as required	Ongoing			
Staff training for remote learning	CPD training on delivering live lessons through Zoom and Teams. To be further developed by the academy Teaching and Learning Team with a focus on consistent best practice.	All	Autumn term and then as required	Ongoing			
Access to remote learning	Laptops from DFE allocated according to need.	All	Circulated when available	Ongoing	<ul style="list-style-type: none"> Identified students can access learning remotely and also complete catch up work Remote learning does not place students from low income families at any sort of educational disadvantage. 	Identified students have IT and Internet access and can access learning remotely (when required) and are able to complete catch up work to narrow gaps in understanding/learning. DC data	AVP Raising Achievement – Open
Remote reading	On-line book provision to replace access to library.	All	Ongoing	Ongoing	<ul style="list-style-type: none"> Student literacy development is not hindered by covid-19 restrictions with the availability of appropriately challenging reading material. This especially supports students in Years 7 and 8 who currently 	<ul style="list-style-type: none"> Reading age data shows students who have accessed online books have reading ages in line or above chronological age. Those starting from a lower base make rapid progress towards improvements Library data demonstrates that online provision is well used, in particular across years 7 and 8. 	Vice Principal

					<p>undertake daily silent reading.</p> <ul style="list-style-type: none"> This links to the Academy development of Accelerated Reader and enables students to improve their reading age through reading material which is suitably challenging. 		
Remote reading	Implement 'Step Up' Year 7 to do silver; Year 8 Gold.	Year 7 and Year 8	Ongoing	Ongoing	Targeted literacy intervention to support students who have reading ages below their chronological age and to develop wider reading and comprehension skill.	Targeted students make improvements in their reading age towards achieving a reading age which is in line with their chronological age.	AVP Raising Achievement Core
Revision	Revision guides purchased for all KS4 students for every subject they are studying	Year 11	One off	Ongoing	All Year 11 students will have access to a high quality revision guide for their subjects enabling cumulative revision in lessons and at home.	Students are better equipped for their final examinations. This is evident in DC data and mock examination performance.	AVP Raising Achievement Core
Target setting	Complete the CAT testing to rank students within the year group and then devise appropriate targets	Year 7	One off	Three hours	Additional knowledge of ability of Year 7 cohort enable appropriate targets to be set in the absence of KS2 dataset.	CAT test scores enable cohort to be ranked and subsequent data and resulting targets are used to inform teaching and learning for the cohort.	AVP Raising Achievement EBACC
Staff access	Purchase 10 staff laptops to facilitate LSAs and other staff to supervise and deliver the lesson that teaching staff are completing from home.	All	As required	Ongoing	Staff who are self isolating but are able to work from home are able to deliver the lessons remotely whilst a non teacher supports students in the classroom.	<ul style="list-style-type: none"> Internal QA monitoring processes. Continued accessibility of deliver of curriculum by the teacher that knows their students best. Reduced lost teaching and reliance on supply staff. 	Vice Principal

Parental Engagement							Barriers : 5
Area	Intervention	Year Group	Frequency	Length of intervention cycle	Intended outcome and success criteria	How will we know it has been implemented well?	Staff Lead
Remote parents evenings	Purchase annual subscription to School Cloud to organise remote parents' evenings, celebration evenings and Careers/Options evenings.	All	Throughout the year	Ongoing	<ul style="list-style-type: none"> Reduce workload in school by moving to electronic appointment system, which also hosts video appointment. Improve accessibility for parents and carers to parent evenings by offering increased flexibility. This also supports when parents are self-isolating. 	School Cloud attendance data and feedback from parents/carers.	AVP Raising Achievement EBACC
Remote parents evenings	Remote Year 11 and Year 10 information evenings. Year 11 Revision website.	Year 10 and Year 11			All KS4 parents are aware of what their children are doing, and need to do in school.		
Year 11 parental communications	One year contract for an additional Year 11 pastoral manager to proactively engage with and respond to parents/carers of Year 11 students.	Year 11	As required	12 months	All Year 11 parents are aware of what their children are doing and need to do in school.	<ul style="list-style-type: none"> Positive parent/carer feedback Increased parental engagement. 	AVP Behaviour and Attitudes

Intervention and Tuition							Barriers : 1 and 2	
Area	Intervention	Year Group	Frequency	Length of intervention cycle	Intended outcome and success criteria	How will we know it has been implemented well?	Staff Lead	
Curriculum catch up	Full Year 11 and Year 13 intervention timetable in place for all subjects.	Year 11 and Year 13	Weekly	Half term	<ul style="list-style-type: none"> Intervention sessions respond to gaps identified in lesson time and ensure Year 11 students are able to catch up. Range of students able to access support for areas, which are of particular concern to them. Improved student confidence as these sessions will help them to focus their revision. Nunthorpe Academy students respond particularly well to their own teachers. This will allow in-house revision material to be shared with students on Google Classroom. All Y11 able to complete homework. 	<ul style="list-style-type: none"> Attendance data. Data Capture and assessment trackers. Students are more confident and better equipped for their final examinations. 	Head of School	
Curriculum catch up	Additional Catch up opportunities identified for targeted students to complete twilight and weekend interventions.	All	One off intervention	6 week intervention				
Catch up curriculum	Additional intensive Catch up / Master class opportunities identified for targeted students to complete Holiday interventions.	Year 11	One off intervention	5 hour input				
Curriculum catch up and enhancement	Weekly Y11 homework and catch up session.	Year 11	Ongoing intervention	Ongoing	All Y11 able to complete homework.			HoDs
Core catch up	Year 11 tutor groups implemented for additional English, maths and science catch up input by subject specialists	Year 11	ongoing	Throughout the year	<ul style="list-style-type: none"> Intervention responds to gaps identified in lesson time and ensure Year 11 students are able to catch up. Range of students able to access support for areas, which are of 			Head of Year 11
Laptops for intervention	30 additional laptops for each Year 11 Band (2) to enable Year 11 students to access during lessons and complete additional intervention	Year 11	ongoing	Ongoing				Head of Year 11

NTP catch up	<p>National tutoring programme (TBC – still investigating possibilities and staffing)</p> <ul style="list-style-type: none"> Brilliant Club - 1:3 tuition in English, maths, science. Focus on DAC students who are not engaging in remote learning. <i>This involves 15 x 60 minute session for 6 students in 2 group of 3.</i> Fleet tutors -1:3 tuition in English, maths, science. Focus on SEND student who cannot access remote learning on their own. Academic mentor in the Academy for the year starting from January/February. Focus on Y11 students English and maths. 	Year 11	See Intervention column	See intervention column	<p>particular concern to them.</p> <ul style="list-style-type: none"> Improved student confidence as these sessions will help the to focus their revision. All Y11 able to complete homework. 		AVP Raising Achievement Open
Literacy catch up	Additional small group English intervention with focus groups informed by weekly assessment tasks.	Year 7 and Year 8	Ongoing intervention	Ongoing	Identified KS3 students receive targeted literacy support to fill gaps and support progress as a result of impact of Covid-19.	<ul style="list-style-type: none"> Attendance data. Data Capture and assessment trackers. Students are more confident and better equipped to access their KS3 curriculum. 	AVP SENDCO
Numeracy catch up	Additional small group maths intervention with focus groups informed by weekly assessment tasks.	Year 7 and Year 8	Ongoing intervention	Ongoing	Identified KS3 students receive targeted numeracy support to fill gaps and support progress as a result of impact of Covid-19.	<ul style="list-style-type: none"> Attendance data. Data Capture and assessment trackers. Students are more confident and better equipped to access their KS3 maths curriculum. 	AVP SENDCO
Reading	Supervised daily silent reading with review tasks to improve 'love of reading' and reading ages. Assessed using Star Reader package.	Years 7 and 8	Daily	Whole year	<ul style="list-style-type: none"> Student literacy development is not hindered by Covid-19 restrictions with the availability of appropriately challenging reading material. 	<ul style="list-style-type: none"> Reading age data shows students who have accessed online books have reading ages in line or above chronological age. Those starting from a lower base make rapid progress towards improvements 	Vice Principal

Behaviour, Personal Development and Wellbeing							Barriers : 2, 3 and 4
Area	Intervention	Year Group	Frequency	Length of intervention cycle	Intended outcome and success criteria	How will we know it has been implemented well?	Staff Lead
Behaviour and climate for learning	Embed core values of Ready, Respectful, Safe across the Academy.	All	Ongoing	Ongoing	Focus on consistent routines to minimise disruption and anxiety upon return to school.	Pastoral QA feedback.	AVP Behaviour and Attitudes
Attendance, personal development and mental wellbeing	One year contract for an additional Year 11 pastoral manager to proactively respond to lack of attendance breaking down barriers to get Year 11s into the academy, to give additional mental wellbeing support and also to guide Post 16 choices.	Year 11	As required	12 months	<ul style="list-style-type: none"> Year 11 students have additional and 'readily available' support. Consequently, Year 11 students attendance is strong and they confidently engage in lessons feeling prepared for their examinations 	<ul style="list-style-type: none"> Pastoral QA feedback LMM of Year 11 Pastoral staff Improved Year 11 Attendance data Reduced mental wellbeing referrals Fewer Year 11s identified as at risk of becoming NEET. 	AVP Behaviour and Attitudes
Reintegration	Development of the Isolated Learning provision so that students can work in year group bubbles and have access to work they would have completed in their lesson.	All	Ongoing	Ongoing	Student able to access work whilst in Isolated Learning that is in line with what they would have received in lessons.	<ul style="list-style-type: none"> Data Capture, assessment trackers Behaviour data. Pastoral and Academic QA processes 	AVP Behaviour and Attitudes
Mental Wellbeing	Extra two days of counselling (The Junction) bought in to be used across all year groups.	All	As required	As required	Extra capacity available to support extra demand following return to school.	<ul style="list-style-type: none"> Pastoral QA feedback LMM of Year 11 Pastoral staff Improved Year 11 Attendance data Reduced mental wellbeing referrals to external agencies 	AVP Inclusion
Mental Wellbeing	CPD for all staff to raise awareness.	All	Ongoing	Ongoing	Staff aware of signs to look out for and how to manage.	<ul style="list-style-type: none"> Maintained/improved attendance. Fewer anxiety related behaviour incidents. 	Mental Wellbeing Lead
Mental Wellbeing	Targeted session for SEND students on adapting to change and resilience.	All	Ongoing	Ongoing	To reduce anxiety and improve/maintain attendance with this cohort.	<ul style="list-style-type: none"> Data Capture, assessment trackers Behaviour data. Pastoral and Academic QA processes 	AVP Inclusion
Behaviour modification	Two term contract for Isolated Learning Lead to manage and intervene with students in isolated learning to support their reintegration post lockdown	All	Two term support	Two term support	<ul style="list-style-type: none"> Additional behaviour support and interventions in place. Student able to work in Isolated Learning accessing work in line with what they would get in lessons. 	<ul style="list-style-type: none"> Data Capture, assessment trackers Behaviour data. Pastoral and Academic QA processes 	AVP Behaviour and Attitudes