

Kirkby College COVID-19 Catch-up Action Plan [2020 -2021]			
Headteacher name	Mark Golden	Signature	
Chair of Governors name	Sue Reast	Signature	
Reviewer name	Shaun Hayden	Signature	

COVID catch up funding	
Number of students on role y7 – y11	419
Funding per student	£80
Total COVID catch up funding	£33520

Executive summary
<p><b>Review:</b> To be reviewed July 2021</p> <p><b>The core approaches that will now be implemented and how these will contribute to closing gaps:</b></p> <ul style="list-style-type: none"> <li>• Identification of priority students for intervention</li> <li>• Recruitment and deployment of tutors across all faculties and subjects</li> <li>• Faculty leader to review long and medium-term planning to ensure gaps in knowledge, understanding and skills are addressed over time.</li> <li>• Faculties to bid to SH for funding to for resources which support catch up plans within their faculty.</li> <li>• Identified students to be assessed at start, mid-point and end of intervention programme.</li> <li>• Tracking document produced for each individual or small group which identifies key barriers to learning and focus for intervention.</li> <li>• COVID-19 catch-up to be discussed as common agenda item in all line management meetings – to ensure consistency of focus.</li> <li>• Analysis of COVID-19 catch up data after each 12-week block by SH and FLs to form part of faculty analysis and to be submitted to SH with strategies for improvement and recommendations for future intervention focus.</li> </ul>

- Termly agenda item at SIM to share good practice between faculties.
- Whole school focus on literary through Small Group tuition and Robust Reading programme
- Development of effective remote learning protocols
- Development of CEIAG programme

**The overall aims of the plan:**

- to ensure that gaps in knowledge, skills and understanding, as a result of lost time in the classroom, among individuals, groups and throughout the academy are addressed.
- to support students socially and emotionally on their return to learning in the classroom and beyond
- to ensure students have the resources needed within the academy and at home to access quality learning.

**Date of review: July 2021**

# COVID-19 catch up statement: Kirkby College.

1. Summary information					
<b>School</b>	Kirkby College				
<b>Academic Year</b>	September 2020 August 2021	<b>Total C-19 budget</b>	£33520	<b>Date of most recent C-19 review</b>	n/a
<b>Total number of students</b>	419			<b>Date for next internal review of this strategy</b>	July 2021

2. Attainment			
	2018 -2019	2019 - 2020	Target 20 - 21
<b>% achieving 4+ in En and Maths</b>	37%	46%	50%
<b>% achieving expected progress in English / Maths</b>	39%/37%	55%/52%	55%/52%
<b>Progress 8 score average Year 11</b>	-0.69	-0.39	-0.3
<b>Attainment 8 score average Year 11</b>	32.37	37.41	41

3. Barriers to future attainment	
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor literacy skills)</i>	
<b>A.</b>	Low prior attainment on entry especially with regard to literacy and numeracy skills Students with a Reading age below expectation Year 7 – 58% Year 8 – 67% Year 9 – 52% Year 10 – 42% Year 11 – 47%
<b>B.</b>	Low levels of aspiration and personal development/responsibility
<b>C.</b>	Lost learning time resulting in gaps in knowledge, skills and understanding

**External barriers** (*issues which also require action outside school, such as low attendance rates*)

<b>D.</b>	Absence as a result of local lockdown or individual isolation/quarantine Lack of availability to suitable electronic devices to access and complete work outside of the academy
-----------	--

**4. Outcomes**

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improved literacy and numeracy skills enable greater access to the curriculum and improved rates of progress.	Closing gaps between reading ages and chronological age Continued improvement in achievement at national examinations and assessments
<b>B.</b>	Students demonstrate personal responsibility in terms of behaviour & attitudes and develop a greater awareness of post-16 opportunities and how to attain them	Reduction in the number of behaviour points and ratio of Behaviour to Achievement points above 1:6 Greater use by teachers and individuals of Unifrog
<b>C.</b>	Lost learning is addressed, and student outcomes show that the gap is closing	Long term and medium-term planning reviewed and amended in all faculties/subjects. Continued improvement in assessment data.
<b>D.</b>	Students can access classwork and resources outside of the academy	Students accessing both homework and classwork through the Satchel & Teams learning platforms.

**5. Planned expenditure**

<b>Academic year</b>	<b>September 2020 to July 2021</b>
----------------------	------------------------------------

The three headings below enable schools to demonstrate how they are using the C-19 catch up to improve classroom pedagogy, provide targeted support and support whole school strategies.

**i. Quality of teaching for all**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
------------------------	-------------------------------	--	--	-------------------	---

<p>A - Improved literacy and numeracy skills enable greater access to the curriculum and improved rates of progress.</p>	<p>Robust reading</p>	<p>Students arrive at Kirkby College with significant gaps between reading ages and chronological age. It has become clear that this has a negative impact on progress and performance in national exams and assessments. This is an opportunity to build on the previous reading focus which has not been possible during school closure.</p>	<p>Review and analysis of key data by the staff lead to ensure clear baseline. Staff CPD in place so that staff have an understanding of how Robust Reading works and its benefits to students' progress across the curriculum. Funding made available for key resources.  Lead will report half-termly to SLT link and it will form part of the termly Report to Governors. Termly report to HT</p>	<p>JWa</p>	<p>July 2021</p>
<p>B - Students demonstrate personal responsibility in terms of behaviour &amp; attitudes and develop a greater awareness of post-16 opportunities and how to attain them</p>	<p>Academy wide access to Unifrog</p>	<p>While the number of NEETs is usually low and CEIAG provision is highlighted as a strength, we still believe that raising aspirations and supporting students in planning a career pathway. In order to mitigate against the loss of face-to-face guidance during lockdown and periods of isolation, we will launch Unifrog across the academy as a central point for accessing and recording interactions with careers and work-related learning.</p>	<p>Continued review of CEIAG. Commitment to continued subscription to Unifrog following earlier external funded access. Calendared CPD opportunities for all staff with further opportunities for key tutors who are working with Y11 students. Access to Unifrog given to all staff and students and parents/carers made aware through our learning platforms and social media.</p>	<p>KH</p>	<p>June 2021</p>
<p>C - Lost learning is addressed and student outcomes show that the gap is closing</p>	<p>Initial faculty leader reports to SLT on progress on reviewing lockdown learning and planning to fill the gap.  Time allocated for faculty leaders to work collaboratively and share good practice in planning</p>	<p>We wish to ensure that middle leaders have analysed the engagement of students in remote learning during the summer of 2020. It is also clear that certain areas of the curriculum will have been taught less effectively when taught remotely and will need to be revisited. Faculty leaders and their teams will need to review and restructure their planning for 2020-21 in order to address lost learning and accelerate learning.</p>	<p>All faculty leaders will prepare and deliver a report to SLT following Summer 2020 lockdown. This will include: feedback on student engagement, gaps in knowledge, skills and understanding and proposed changes to the curriculum to address lost learning. Curriculum development will be a focus of School Improvement and Faculty meetings</p>	<p>EC</p>	<p>Termly feedback to SLT</p>

<p>D - Students are able to access classwork and resources outside of the academy</p>	<p>All classwork published to Show my homework to support students working from home.</p> <p>Develop staff understanding of Microsoft Teams to further enhance and monitor future remote provision.</p> <p>Local lockdown paper-based resources available instantly</p>	<p>In order to mitigate against the effects of potential local or further national lockdowns, it is essential that staff and students are well prepared for closure at short notice and remote provision continues to develop and improve.</p> <p>Students who are isolating will need to have access to the work they are missing while they are home in order to support future learning on their return.</p>	<p>Weekly reports on work uploaded to Show my Homework shared with SLT and middle leaders.</p> <p>QA protocols established to ensure remote learning is reviewed and improved.</p> <p>Faculty leaders review paper-based material following submission.</p> <p>Development of monitoring procedures to track student attendance and engagement in remote learning.</p> <p>Purchase of add-on modules: Satchel One</p> <p>Regular offer of Teams training to all staff.</p>	<p>AH</p>	<p>Termly review by SLT</p>
<b>Total budgeted cost</b>					<p>£13,750</p>

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A - Improved literacy and numeracy skills enable greater access to the curriculum and improved rates of progress.	Small group tuition with a focus on literacy and numeracy	Literacy & numeracy levels are low on entry to Kirkby College. Added to this the impact of the Summer 2020 lockdown on all students, it is clear that this must be a priority.	Tracking via HLTA with responsibility for literacy and numeracy. Report to SLT on impact of interventions.  Termly report to Governors.	HLTA	Termly SLT link meeting to review progress data
B - Students demonstrate personal responsibility in terms of behaviour & attitudes and develop a greater awareness of post-16 opportunities and how to attain them	Year 11 one to one independent careers guidance timetabled.  Turn up Tuesdays pop-up careers office established within Year 11 bubble	Low aspirations and lack of understanding of the career options open to them often discourage students from looking beyond traditional jobs within the local area. Bespoke guidance is an integral part of how we make sure students are able to access further education and training and broaden their horizons.	Use of Unifrog to record and monitor student interactions. High profile of one-to-one meetings; shared with all staff to ensure student attendance and encourage conversations with students. Will form key part of our Careers Mark bid which will be externally assessed.	KH	May 2021
C - Lost learning is addressed and student outcomes show that the gap is closing	Individual and small group tuition in 4-week blocks. Focus identified by faculty leaders and class teachers	Variation among students in terms of engagement during the Summer 2020 lockdown will lead to gaps in knowledge, skills and understanding across a range of subjects. It is essential that these students and their lost learning are identified at the earliest opportunity in order to support them and allow them to catch up with their peers. Initial focus will be on Year 11 students in exam subjects.	Faculty leaders and class teachers involved in identifying priority students within their subjects and key skills, knowledge and understanding to be addressed. Staff members/external tutors assigned to individual students or small groups with a specific focus over a four-week period. Staff/tutors record work covered, student engagement and evidence of progress. Records retained centrally which can be accessed by class teachers, faculty leaders and SLT.	SH	July 2021

D - Students are able to access classwork and resources outside of the academy	Electronic hardware made available to students in need on a temporary or long-term basis	A survey of students has shown that many students have limited devices on which to access remote learning electronically. While traditional paper-based resources can be provided initially, this puts some of our most vulnerable students at a disadvantage.	Priority students identified via survey. Audit of needs by SLT Protocol for providing equipment established.  Equipment catalogued and records kept by Admin of equipment issued. Admin provide initial technical assistance.	EC	April 2021
<b>Total budgeted cost</b>					£14,770
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
B - Students demonstrate personal responsibility in terms of behaviour & attitudes and develop a greater awareness of post-16 opportunities and how to attain them	Support for students in KEEP to engage and return to main site	Our alternative provision was initially established to support students who were struggling to learn with a mainstream setting. Evaluation of its effectiveness has led to a re-launch of the provision with clear pathways back into mainstream learning being the ultimate goal for all students.	Initial relaunch to all staff following review of previous provision. Expectations and protocols published. Parents and students invited in individually and agree to the Home-School agreement. Clear pathway towards re-integration agreed and implemented to ensure seamless return to the main site. Improved record keeping and half termly reviews of all students. Enhanced provision using specialist maths and English teachers. Termly report to Governors and SLT SLT link meetings	SH	Termly reviews. July 2021 Annual review and final report to SLT/Governors
C - Lost learning is addressed and student outcomes show that the gap is closing	Focussed one to one and small group tuition for Y11 Maths and English in KEEP	Students within our alternative provision will have faced the same, if not greater, barriers to learning during the lockdown of Summer 2020. Our aim is to ensure that strategies applied to the main academy site are also in place at KEEP and that students return to mainstream maths and English lessons as a priority.	Initial meetings with parents and students to ensure package meets needs. Clear pathway back to the main site shared with students to facilitate and encourage compliance. Core subjects delivered by subject specialists and content in line with teaching in mainstream.	SH	Annual Report to Governors  Feedback to SLT Strategic on student progress through the system
<b>Total budgeted cost</b>					£5000

6. Review of expenditure				
Previous Academic Year		n/a		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria?	Lessons learned (and whether you will continue with this approach)	Cost

September 2020

--	--	--	--	--

**7. Additional detail**

--