

Catch-up Premium Plan

Academy	The Totteridge Academy	Allocated funding (Catch-Up)	£52,080
Number on roll (total)	675	Allocated funding (National Tutoring Programme)	£19,000
% Pupil Premium eligible pupils	42%	Number in sixth form	33
Issues identified from September 2020 as barriers to learning (e.g. curriculum gaps / literacy / attendance / wellbeing)			
<ul style="list-style-type: none"> • Clear gaps in students' knowledge and understanding in the core subjects of mathematics, English and science 			
<ul style="list-style-type: none"> • Exam groups showing stark gaps in their knowledge and understanding of key foundational concepts of their GCSE courses 			
<ul style="list-style-type: none"> • Literacy and reading ages have not progressed at the expected rate leading to tier 2 & 3 words not being used with the necessary frequency in students' writing 			
<ul style="list-style-type: none"> • Attendance of pupil premium students needs to be addressed urgently nationally and ours currently stands below the school average. These were also the students who engaged less well during lockdown 			
<ul style="list-style-type: none"> • Students' ability to write for extended periods is weaker than previously 			
<ul style="list-style-type: none"> • Students' willingness and enthusiasm to contribute orally in lessons has been impressive, but their resilience to stay focused on extended tasks has been notably weaker 			

Teaching and Whole School Strategies

Year Group	Actions	Intended impact	Cost
KS3,4	Overstaffing (trainee teachers) leading to smaller teaching groups in the core subjects of English and maths and targeted intervention	A more focused and personalised approach to delivering the highly ambitious UL curriculum to all. Having additional staff working in these core departments has allowed for smaller group, with bespoke catch up support in the classroom 'in the moment' using a range of formative assessment.	£22,969
KS3,4,5	Teaching and learning focus on Rosenshine's 'Independent Practice'	A school-wide drive on independent practice in lessons alongside targeted CPD on high quality modelling. Building this into lessons over time will lead to students being better able to learn on their own from teacher models, meaning they will be more resilient should another lockdown or year group isolation take place. Learning at home will be significantly better if this strategy continues to succeed: staff provide better remote teaching through videos and students are better trained to learn from them.	£684
KS3,4,5	Use of the United Learning Pupil Facing common curriculum	Students who are unable to be in school can still access the entire school curriculum through the UL hub. Every lesson is available with appropriate resources and support. The impact of this will be students keeping up and not just catching up with subject knowledge.	£0
KS3,4,5	Delivery of Tutor Reading Programme whole school	Training to maximise development of students' reading and literacy skills. 2 x tutor time per week (60 minutes per week) spent with whole tutor group reading and tutor leading. Students reading the same book to	£2500

		develop reading skills and reading for pleasure. A wide range of books per year group to develop knowledge, understanding, and enjoyment of writers, genres, and content.	
KS3,4,5	Focus on Rosenshine & TLAC strategies leading to all students knowing more and remembering more of the common curriculum being taught	Evidence-based strategies are supporting students' learning potential in knowing more and remembering more. The TLAC strategies in particular are allowing students' to maximise learning and retain key subject knowledge.	£0
KS3,4	Sharing of best practice through trust-wide webinars which include a focus on curriculum, T&L, behaviour and pupil premium	Trust-wide webinars will give teachers access to the very best of what exists across the MAT. This will lead to the most effective classroom practice being shared and student learning optimised.	£0
KS3,4	Leaders to track and monitor catch up strategies closely looking at low effort – high impact successes and continually refining practice to ensure learning gaps are closed in the most effective and timely manner.	Quality first teaching remains the single most effective strategy for closing learning gaps. A focus on curriculum sequencing and RAG rating each curriculum subject area will help leaders target specific subject domain knowledge students are not yet secure in. A cycle of plan – do – review will also support leaders' understanding of effective catch up in the classroom.	£0
Total Cost Allocated cost from catch up Grant			£26,153

Targeted Strategies

Year Group	Actions	Intended impact	Cost
KS3,4	Seneca Premium	Students have access to smart assignments, bespoke revision materials based on a work completion algorithm, and wrong answer analysis for all subject based exam revision. Staff and students will be able to identify learning gaps and set bespoke homework and revision that covers these gaps. Analysis of students' work then builds over time and interleaved practice and revision is created.	£2000
KS3	NGRT reading test (start & end of the academic year)	New Group Reading Test will identify students' current reading age and provide support about how best to improve this. School leaders will then provide catch up and intervention that focuses on reading age support. The end of academic year test will provide schools with an impact report and view improvements made and next steps.	£2415
KS3	1-1 / small group tutoring (NTP)	Targeted support and catch up for specific students identified as having significant gaps in learning due to extended school closure. This will focus on English and maths and support mapped to the UL curriculum.	£19,000
KS4	After school and holiday 'Prep'	Teaching and support staff at the school will provide targeted after school intervention, in first instance prioritising exam groups in the core subjects.	£2000
KS4	Tutor time intervention	Tutor groups in Year 11 will be supported by heads of English, maths and science. Key students at highest risk	£0

		of underachieving are withdrawn in small groups to catch up on foundational content. A formative assessment cycle will support the catch up planned in these groups.	
KS3,4,5	Consistent homework strategy	Focused approach to homework supporting consistent delivery of instruction on SMHW. Homework is set in a consistent manner by class teachers which can be immediately scaled up and replicated in the case of year group isolation or lockdown	£0
Years 8,9,10	Online learning subscriptions (homework catch-up)	Close and systematic tracking of online work and Hegarty maths student completion rates. Focus on number of questions answered correctly and time spent completing the tasks / videos. Monthly report produced tracking individual student success at class and school level. Hegarty maths £1500, TimesTable rockstars - £150, Quizlet - £50	£1,700
KS3	Carousel Learning pilot self-quizzing platform	Staff and students gain access to the self-quizzing platform which maps retrieval questions to the TTA curriculum – students gain practice and fluency in areas of each subject not yet secure, identified through regular in-class formative assessment.	£0
KS3	Spellzone	Renew online Spellzone programme for students to use at school and at home. Help students whose literacy levels are low through spelling and literacy quizzing. The personalised 'Course Pathway' allows us to track and monitor progress.	£312

KS3,4	Laptops for inclusion team and Learning Support Assistants	Provided in order to track progress of students with SEND through lesson monitoring, specific targets, and regular reviews of these.	£1200
KS3,4	Cognitive Behavioural Therapist	Working at the school to support students with Social, Emotional, and Mental Health needs of students, especially after the increase in these needs during the lockdown period	£150
Total Cost			£28,777
Allocated cost from catch up Grant			

Wider Strategies			
Year Group	Actions	Intended impact	Cost
KS3	Purchasing of wider reading books and texts for the school library with allocated sessions identified for the year group	Students are exposed to a greater number of words and challenging texts. The teacher ensures correct pronunciation and leads on the 30 minute daily reading programme. Students are developing a wider and more appropriate vocabulary range for subsequent use across the curriculum.	£2,000
KS3	Attendance Support (redistribution of support staff)	Redeployment of support staff has meant a greater operational presence in following up on daily student absence. All absence is now followed by a first day phone call from one of the pastoral team and attendance mentors are in place to support returning students. Attendance currently stands at 95% for the year group which is in line with the same time last year.	£0
KS3,4,5	Show My Homework	Purchasing of SMHW app which is allowing parents and students to track set homework more effectively. This is leading to higher completion rates (up by 20% when compared to last year) of the bespoke catch up homework being set as part of the planned curriculum recovery.	£1,400
All	Redesigned website to make parent access more effective	More user-friendly school website with clear links to all key documentation around reopening, homework, catch up, forthcoming events and celebrating success. Growing sense of community confidence which is being	£0

		seen through high levels of student attendance and positive feedback from parents.	
KS3,4,5	Purchasing of sports equipment for use before, during and after school to encourage participation	Newly purchased sports equipment has provided greater encouragement for year group to 'get active' during lunch and increase (Covid safe) lunchtime sports and recreational participation. Duty staff hold the accountability for handing out and collecting back in equipment. More interest in lunchtime activities has been created as a direct result of this new equipment.	£1,500
KS3,4	Sports Mentoring role	LSA allocated to basketball lead to engage students in extracurricular basketball as well as give 1:1 support to students with anxiety through the medium of sport.	£8,000
KS3,4	Educational psychologist support	Buy additional Educational Psychologist hours to assess students' specific needs and put intervention in place accordingly.	£500
KS3,4	Specific inclusion interventions for vulnerable students	Re-launch Forest School and Equine Therapy to support students with SEMH issues or who have specific anxieties around COVID-19.	£1500
KS3,4	Additional resources for counselling support	Offer 3-day support and provision through Place2Be, plus access more resources for their 1:1 and small group counselling sessions	£1250
Total Cost			£16,150
Allocated cost from catch up Grant			

Summary Catch-up Grant allocation	
Strategy	Cost
Teaching and whole school	£26,153
Targeted strategies	£28,777
Wider strategies	£16,150
Total	£71,080
Allocation	£71,080