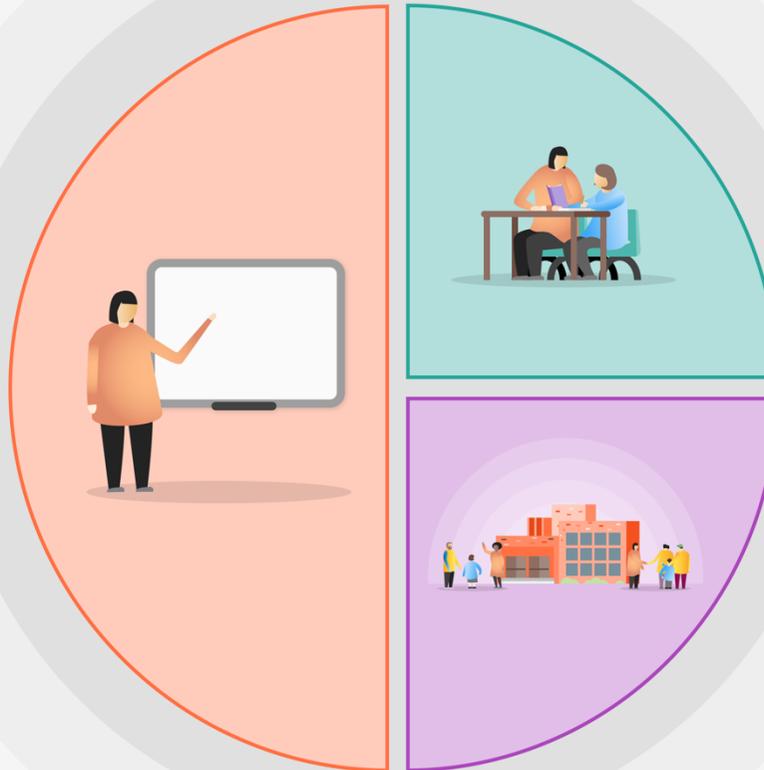


Total allocation of funding based on £80pp = £96,000

## 1 Teaching

Barriers to overcome:

- Variability in the quality of teaching and learning
- Variable approach to assessment impacting on the precision of subsequent intervention
- Variable quality of feedback and marking
- Challenges of remote/blended learning
- Variable access to ICT for blended learning



## 2 Targeted academic support

Barriers to overcome:

- Gaps in learning as a result of partial school closure between March and July

## 3 Wider strategies

Barriers to overcome:

- Mental health issues including high levels of anxiety among a large number of students
- Attendance of small cohort of PA students
- Variability in pastoral support from tutors and Student Hub

# Rosebery School: COVID-19 CATCH UP PREMIUM PLAN

## FOCUS AREA OF SPEND

Problem (why)?	Intervention Description (what?)	Implementation Activities (how?)	Implementation Outcomes (how well?)	Cost (how much?)
What needs to change e.g. teacher behaviour, student behaviour, attainment?	What are the essential 'active ingredients' of the intervention? What activities and behaviours will you see when it is working?	How will it be done? What blend of activities are required?	How will you know that it is working? Do staff feel the approach is feasible and useful?	What is the cost to the school?
<p><b>Teaching:</b> Variability in the quality of teaching and learning</p>	Supporting all staff in developing their practice through high quality professional learning	<p>Fortnightly Subject Specialist Training (SSTs) in departments to provide highly focused, responsive and precise CPD for all teachers</p> <p>Early Career Framework training – monthly CPD sessions for NQTs, NQT +1 and NQT +2</p> <p>Leadership development training for new or existing MLs – internal programme and access to NPQML, NPQSL etc.</p> <p>Appointment of trust T&amp;L Leads in EBACC subjects starting with Maths</p>	<p>Learning walks /book scrutinies demonstrate impact of focused sessions</p> <p>Student voice activities demonstrate impact of professional learning</p> <p>Evaluation by staff of sessions demonstrates impact on thinking and practice</p> <p>MLs take a more proactive role in monitoring and developing practice within their departments</p>	<p>£15,000 for contribution to Maths Lead</p>
Variable approach to assessment	Standardised testing which identifies starting points and gaps in learning and supports evidence-based progress measures	<p>Introduction of GL Assessment package (CATS, NRT PASS)</p> <p>Additional set of mocks for Year 11 and 13 to flag issues earlier than usual</p>	Evaluation of interventions to ensure support is targeted specifically to areas of greatest need in response to data analysis	£7,000 for GL package
Variability in the quality of feedback and marking	Teachers use a range of strategies to feedback to students who are able to meaningfully respond to improve their work	Departmental marking and feedback policies reviewed and adjusted to remove difference between intent and practice	QA activities including student voice and book scrutiny to evaluate impact of marking and feedback policies	

# Rosebery School: COVID-19 CATCH UP PREMIUM PLAN

## FOCUS AREA OF SPEND

<p>Challenges of providing blended learning – remote/live learning</p>	<p>Ensure a clear policy is in place to support students who are self-isolating which manages parental expectations and is also manageable for staff</p> <p>Ensure that the equipment and resources are in place to support higher levels of remote learning</p>	<p>Purchase of Chromebooks/visualisers and webcams for all staff to facilitate live streaming from all classrooms</p> <p>Purchase of Chromebooks for disadvantaged students to ensure</p> <p>Professional learning focused on maximising the use of Google Classroom to ensure all students have access to online learning if at home</p>	<p>Overview of online learning demonstrates staff are uploading work to Google Classroom and number of live streaming lessons increases as confidence grows</p> <p>DA students have access to the resources they need to support learning from home</p>	<p>£20,000</p>
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# Rosebery School: COVID-19 CATCH UP PREMIUM PLAN

## FOCUS AREA OF SPEND

Problem (why)?	Intervention Description (what?)	Implementation Activities (how?)	Implementation Outcomes (how well?)	Final Outcomes (and so?)
What needs to change e.g. teacher behaviour, student behaviour, attainment?	What are the essential 'active ingredients' of the intervention? What activities and behaviours will you see when it is working?	How will it be done? What blend of activities are required?	How will you know that it is working? Do staff feel the approach is feasible and useful?	How will pupils, teachers and the school benefit?
<p><b>Targeted Academic Support:</b> Gaps in learning as a result of partial school closure between March and July</p>	<p>Ensuring assessment practices (as above) are robust in identifying gaps in knowledge and understanding and lead to departmental action plans to address this.</p> <p>Students who are identified as significantly behind in their learning receive 1:1 or small group intervention</p>	<p>Appointment of Academic Tutors in English and Maths to support 1:1 and small group work in addition to TA support</p> <p>Introduction of earlier mocks</p> <p>Continuation of low stakes assessment in all key stages for build confidence and to highlight key misconceptions and gaps in understanding and knowledge</p> <p>Determination of extended activities – e.g. Easter revision programme</p>	<p>Improved confidence demonstrated through student voice and in assessment scores</p> <p>Departments have a clear action plan for addressing gaps in knowledge for Year 11 and 13 in the first instance</p>	<p>£40,000</p>

# Rosebery School: COVID-19 CATCH UP PREMIUM PLAN

## FOCUS AREA OF SPEND

<p><b>Wider Strategies:</b> Mental health issues including high levels of anxiety among a large number of students</p> <p>Attendance of small cohort of PA students</p>	<p>Students' well-being is monitored carefully and when their mental health is suffering, they receive the support they need at the appropriate level for their needs</p> <p>Relentless focus on ensuring regular attendance supports good progress</p> <p>Improve students, mental health and well-being through bespoke approach to needs</p> <p>Attendance issues are flagged early. PA students receive a cycle of support including home visits, programme of work to complete at home, adjusted timetables and where necessary intervention from the EWO to improve attendance</p>	<p>PASS survey undertaken for all students to highlight underlying issues related to well being</p> <p>Investment in the Student Hub team – additional support from Minds Matter and Child Well Being Practitioners and consideration about the employment of APs to support students on a 1:1 and small group basis</p> <p>Evaluation of reasons for PA and impact of COVID-19 on this</p> <p>Weekly contact with parents of students who are PA (in addition to daily phone call)</p> <p>Expectations are clear about work to be completed at home if student is refusing to come to school – Google Classroom</p>	<p>Student voice demonstrates there is an understanding that support is available</p> <p>Evaluation of the service provided by students and parents is positive</p> <p>Students are able to move to reduced support because of the impact of 1:1 and small group work</p> <p>Fewer days are missed by students because of mental health needs</p> <p>The number of students who are PA falls</p>	<p>£14,000</p>
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# Rosebery School: COVID-19 CATCH UP PREMIUM PLAN

## FOCUS AREA OF SPEND

<p>Variability in pastoral support from tutors and Student Hub</p>	<p>All tutors understand the importance of pastoral care in closing the gaps created by the COVID lockdown</p> <p>The Student Hub is a warm and welcoming place for all students to seek and receive support appropriate to their needs as required</p>	<p>Reward scheme in place for students struggling with attendance</p> <p>Investment in training and development on pastoral issues for all tutors</p> <p>Leadership coaching is given to the Student Hub lead to support her to change the culture of the team</p> <p>Investment in a replacement for our ELSA to broaden the support offered, particularly to meet the high levels of need around mental health issues</p>	<p>QA of tutor time highlights an improvement in the quality of the delivery and support on offer each day</p> <p>Regular evaluations of 'safe spaces' in the school highlights the Student Hub as a key source of support</p>	
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