



Catch-Up Premium Plan The Telford Langley School

Summary information

School	The Telford Langley School				
Academic Year	2020-21	Total Catch-Up Premium	£70,880	Number of pupils	886

Guidance

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11.

As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.

Use of Funds

Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on [curriculum expectations for the next academic year](#).

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a [coronavirus \(COVID-19\) support guide for schools](#) with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way.

EEF Recommendations

The EEF advises the following:

Teaching and whole school strategies

- Supporting great teaching
- Pupil assessment and feedback
- Transition support

Targeted approaches

- One to one and small group tuition
- Intervention programmes
- Extended school time

Wider strategies

- Supporting parent and carers
- Access to technology
- Summer support

Following the school closure period in response to the pandemic we set out the following principles:

- 1) We maintain our high expectations of all pupils.
- 2) We will implement an ambitious and broad curriculum from the start of the autumn term based on the educational needs of the students and builds towards a return to a normal curriculum in all subjects by the summer term 2021 at the latest.
- 3) We will not make assumptions about learning gaps.
- 4) Our child centred values continue to drive our decision making.
- 5) Remote education, where needed, is high quality and aligns as closely as possible with in-school provision.

Identified impact of lockdown	
Teaching and Learning	<p>During the lockdown period, pupils were provided with remote learning that focused upon continuing, as closely as possible, the in-school curriculum provision. The level of engagement varied depending upon their year group and personal circumstances. All departments on returning to school in September 2020 ran a recovery curriculum for 2 weeks that would be used to identify misconceptions and gaps in knowledge. Following analysis of their findings, curriculum models have been adapted to ensure these gaps in invaluable knowledge and skills are being addressed. The pandemic has presented further challenges upon the ending of lockdown and returning to full opening in September 2020. Significant changes have been made to meet government guidance and ensure that staff can address the impact of lockdown on pupils learning. New Teaching Model – 1. The Mobile Teacher. To meet government guidance and ensure that pupils are kept within their year group bubbles, Telford Langley has adopted a mobile teacher model. This model requires the pupils to stay within their allocated zones and teachers to be mobile. This is a significant change from pre-Covid when we followed a traditional model of fixed department areas and mobile pupils moving to different lessons around the school. In addition to this, subject areas have also been required to pool essential resources and reallocate store cupboards to year group zones. Additionally, we have adapted our 4 to start and 4 to finish model which supports a smooth start and end of lessons. READ 45 is used for KS 3 to develop positive learning habits and routines. These changes have meant that teachers are under increased pressure and are having to be extremely adaptable as new routines are established. To support staff during this time, we have taken active steps to reduce workload by adopting a whole class feedback model and reducing the number of meetings.</p> <p>New Teaching model – 2. Teaching from the Front. To meet government guidance and support staff in maintaining a 2m distance from pupils during lessons, Telford Langley have adopted a Teach from the Front Model. This model builds upon our focus of Direct Instruction and the explicit teaching of knowledge. It has meant that teachers must adopt a new approach to offering feedback in lessons to check for understanding and address misconceptions in pupils learning.</p> <p>Direct Instruction - scaffolding and modelling – Having been identified as the model we have adopted; effective direct instruction requires teachers as the experts to use scaffolding and modelling strategies to ensure learning is broken down and expectations made clear. This is particularly essential having returned from lockdown with pupils having missed nearly 6 months of face to face teaching.</p> <p>Effective Feedback – To support teachers with their current workloads and as they adapt to a new normal way of working, a new model for feedback and marking has been adopted. A Whole Class Feedback model has been adopted which allows teachers to identify misconceptions, make a diagnosis of any lost learning and offer appropriate next steps for pupils to progress their learning.</p> <p>Recall and Retrieval practice of invaluable knowledge - To support teachers to revisit prior learning, we are looking to further embed our focus upon recall and retrieval practice. At key stage 3 gaps in English and Maths have been given particular attention. Teaching of key knowledge and skills from key stage 2 curriculum has been a priority. Assessment strategies have also helped to identify those pupils who will require catch up intervention. At key stage 4, pupils have not had the opportunity to experience mock examinations that would better prepare them for their final examinations in the summer 2021. A focus upon revision skills and exam preparation will need to be addressed to equip pupils for their formal exam season. Revisiting our focus upon Rosenshines Principles of Instruction will build in opportunities to embed daily review, small steps learning and scaffolding of tasks/activities.</p> <p>Remote learning – CPD with a toolkit / Live lessons on Microsoft Teams /working group of experts - Telford Langley has moved towards a remote learning model</p>

	<p>that seeks to offers all pupils an online learning platform. We are using Microsoft Teams to offer live lessons, pre-recorded activities and clinics. Teaching lessons that mirror our in-school provision on Microsoft Teams has required a significant investment in time and CPD to ensure all staff are skilled in online teaching. The model also considers the range of possibilities that may arise, teachers self-isolating, individual pupils or whole class/year group bubbles. We are also delivering an off-line provision for those pupils who do not have access to online resources.</p> <p>Professional Development and self-improvement – Telford Langley are working closely with their trust the Community Academies Trust on a professional development model that supports individual growth and drives whole school improvement.</p>
<p>Pupil progress</p>	<p>During lockdown pupils of key workers and vulnerable pupils attended school and received a broad education including a focus on mental health and well-being.</p> <p>During lockdown extensive provision was made for remote learning both online and on paper. Engagement with this provision was variable despite regular contact from pastoral and subject staff.</p> <p>The level of engagement varied depending upon their year group and personal circumstances. All departments on returning to school in September 2020 ran a recovery curriculum for 2 weeks that was be used to identify misconceptions and gaps in knowledge. Following analysis of their findings, curriculum models have been adapted to ensure these gaps in invaluable knowledge and skills are being addressed.</p> <p>Engagement with remote learning has been better during 2020-21 from pupils who have been required to self-isolate due to positive tests in different bubbles. Online provision now includes:</p> <ul style="list-style-type: none"> • High quality online resources that allow students to continue their progress through the planned curriculum • Use of the Teams platform to refine and develop the work set, check the work done, provide feedback and gauge student engagement/progress • Provision that ensures all year groups working at home having access to daily core instruction/explanation sessions, supplemented by non-core sessions where possible • Microsoft teams clinics that allows students to access live support that could be typed, audio or video at the teachers discretion • Develop provision so that students isolating can access the classroom • Develop provision so isolating staff can support students in school <p>Year 7 – Initial baseline testing indicates a wide range of abilities similar to previous cohorts with a number of pupils requiring targeted literacy and numeracy support. Initial data provided by primary feeder schools appears to be largely accurate although incomplete.</p> <p>Year 8 – There has clearly been a variety in the engagement across Y8 with the remote learning materials provided by the school. This is reflected by a number of gaps in knowledge in core subjects. The move back to a 3-year KS3 will be important in addressing these gaps in knowledge over the next two years. The bottom three sets in particular will require targeted support by core to recap on past learning and reinforce key learning concepts.</p> <p>Year 9 – Initial baseline testing would indicate once again a mixed picture across the year with pupils in sets 1-3 engaging more with the remote material at the end of last year. The move back to a 3-year KS3 will help gaps in knowledge to be addressed over the year and will help inform Pathway discussions. At the lower end there continues to be a need to develop literacy and numeracy skills and the expansion of reading into Y9 will help to address some of these issues.</p> <p>Year 10 – This cohort is of particular concern with a large number of pupils (Largely boys) reluctant to engage upon their return and with clear gaps in learning. Year 10 do benefit from the previous 3-year KS4 approach which has meant that they are aware of the demands of the courses they are completing although a large number of pupils are reluctant to engage in both core and none core. Subjects are reviewing how to address gaps from the predominantly knowledge and skills they would usually be developing in Y9 and starting the formal assessments that take place in Y10&Y11.</p> <p>Year 11 – Again the Y11 cohort have benefited from completing a 3-year KS4 and the cohort is generally a stronger cohort than the last academic year. There is</p>

	<p>more of a balance between girls & boys numbers which based on previous years would lead to less skewed progress data. It is exceptionally difficult to gauge progress figures due to the fact that this will be the first year where scaled scores have been used as the starting point to calculate P8 figures. Current basic predictions would indicate similar 4+ & 5+ measures than last year based on the CAG however the full impact of gaps in knowledge and retention of previous learning will need to be reviewed carefully under exam conditions in the upcoming mocks. Initial baseline assessments again show variability in relation to pupil engagement in home learning activities but do show some signs of promise in relation to engagement and pace of learning upon pupils return.</p>
<p>Attitudes, behaviour and mental health</p>	<p>The numbers of pupils excluded is also currently well below national average data as would be expected so early in the school year. The data also includes a contextualised % and the IDACI % as these are more accurate comparisons with schools serving similar communities.</p> <p>There is an increased staff presence due to Covid protocols around school has supported the continuance of a very calm and orderly school community. The consequence rooms have been removed and replaced with more restorative pastoral bases to support pupils. This is proving successful as currently the internal exclusion referrals have seen a dramatic reduction from the same period last year. There are a relatively high number of disengaged students in Yr. 10, a number of which are mobile students, which is making the KS4 pastoral base more challenging to manage but school leaders have plans in place to increase pastoral support to enable support is provided and a calm atmosphere is maintained. Our high expectations and behaviour systems ensures that behaviour in Y10 lessons remains good.</p> <p>The MCAS system has now gone live to all parents meaning they are now able to see all positive and negative referrals. Cones of intervention will be completed by half term with pupil support plans implemented thereafter. The Deputy Headteacher will line manage pastoral staff to ensure the right support is given to the right pupil and the right time.</p>
<p>SEND</p>	<p>The impact of lockdown has been significant for a number of pupils within the school and there are individual examples of SEND pupils who have found returning to school very difficult. Pupils with diagnosis or traits of ASC have found returning particularly difficult. Support was set up remotely during lockdown and has continued for these students on their return to school. There are bespoke plans in place for individual students.</p>

Planned expenditure - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools)

i. Teaching and whole-school strategies – High quality teaching for all

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<p><u>High profile CPD</u></p> <p>Upskill staff in how to teach and support pupils from the 'front of the room'.</p> <p>Introduce a whole class feedback model. This is integral to identifying misconceptions and diagnosis of lost learning.</p> <p>Revisit Rosenshines principles of instruction (explicit teaching) including daily review & monthly review, introduce new material in small steps and scaffolding.</p> <p>Revisit recall and retrieval practice to ensure this is embedded.</p> <p>Remote learning live lessons should mirror where possible in school practice. Introduce a 'toolkit' for staff for remote learning.</p> <p>Develop opportunities for Professional Development and self-improvement as part of the CPD programme.</p>	<p><i>Whole staff CPD during Monday meeting cycle and allocated time on PD Days.</i></p> <p><i>Best practice to be identified through Walkthrus.</i></p> <p><i>Sharing of best practice in whole school and departmental meetings.</i></p> <p>No additional costs</p>	<p>Staff are experts in direct instruction and confident in delivering high quality learning experiences for all pupils.</p> <p>Staff are skilled/experts in how to offer highly effective feedback to pupils during lessons that addresses misconceptions and identify next steps in learning.</p> <p>Recall and retrieval opportunities are embedded in lessons. Pupils have the opportunity to master and become fluent in the most invaluable knowledge and skills identified in subject curriculums.</p> <p>Staff are confident in delivering a blended learning model, which includes live online lessons using MTeams.</p> <p>Telford Langley has a development model that successfully supports staff in self-improvement and drives whole school improvement.</p>	<p>EBI</p>	

<p><u>Routines to engage pupils in learning</u></p> <p>Re-establish routines including our 4 2 start and 4 to finish at the start at the end of each lesson. Including reading at the start and end of each lesson.</p>	<p><i>CPD delivered to all staff on re-establishment of routines. Email reminders to be sent.</i></p>	<p>Reading culture is restabilised in school.</p>	<p>KP/PH</p>	
	<p><i>No additional cost</i></p>			
<p><u>Assessment</u></p> <p><u>Baseline assessment of pupils completed using low stakes formative assessment. Positive language encouraged. Summative assessment to inform 2. Targeted academic support.</u></p>	<p>Whole school CPD for all staff Middle leaders meeting</p> <p><i>No additional costs</i></p>	<p>Informed by outcomes</p>	<p>PH</p>	
<p><u>Refined CPD -T & L guidance for remote learning/ICT CPD</u></p> <p><u>To support the remote learning plan staff CPD to develop Microsoft teams to ensure remote learning is of high quality and staff are prepared for each eventuality.</u></p>	<p>Remote learning plan reviewed after isolation periods for year group bubbles</p> <p>CPD planned to improve remote learning provision following feedback from staff, parents/carers and pupils.</p> <p><i>No additional costs</i></p>	<p>Informed by outcomes</p>	<p>PH</p>	
<p><u>Access to technology</u></p> <p><u>Audit and supplement IT devices so that all students have access to an appropriate device for home learning.</u></p>	<p>Audit and supplement IT devices so that all students have access to an appropriate device for home learning.</p>	<p>Improved outcomes/progress for key groups with previous poor access to ICT</p>	<p>PH</p>	

	Funded from school budget £55,000			
<u>Staff workload</u> <u>Introduce WCF feedback model. Training for 'mobile' teaching. Reduction in the number of meetings.</u>	Whole staff CPD during Monday meeting cycle and allocated time on PD Days. <i>No additional cost</i>	Work life balance of staff is carefully considered, and staff feel fully supported in delivering learning under the C19 guidelines.	EBI	
<u>Literacy across the curriculum</u> <u>Use of PIXL unlock and research to identify tier 2 high frequency words.</u>	Programme being developed through English department for whole school vocabulary <i>£150</i>		PH/MC Programme Leader	
<u>Staff research group</u> <u>Establish a working group to focus on Remote/Blended learning and drive use within lessons.</u>	Work closely with those staff that are confident in using MTeams to deliver live online lessons. Staff to deliver in-house CPD and share best practice. No additional cost	Telford Langley develop a team of expert staff who lead in-house training and development of the remote learning provision.	PH/EBI	
Total budgeted cost				£150
ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?

<p><u>Small group intervention</u></p> <p>Introduce a numeracy direct instruction programme.</p>	<p><i>Numeracy lead will implement and deliver a broad, balanced, relevant and differentiated numeracy programme</i></p> <p>Funded from school budget :Numeracy lead plus TA backfill £12,288</p> <p>Numeracy programme resources £13,044</p>	<p>Improved numeracy across all students with key groups demonstrating catch up /recovery from the impact of lockdown</p>	<p>PH</p>	
<p><u>TA redeployed:</u></p> <p>To support key groups across all year groups with focussed 1:1 and small group work.</p>	<p><i>Increased hours for existing x7 staff</i></p>		<p>LE</p>	
	<p>£19,351</p>	<p>SEMH Pupil Progress Pupil Progress</p> <p>Pupil Progress and accepted normal way of working for pupil SEMH</p>		
<p><u>Academic mentoring</u></p> <p><u>Academic mentors to focus on closing the gap – each will focus on a key stage. DH student progress to lead on tutoring as they have the whole school overview.</u></p>	<p>Apply to NTP for two academic mentors (Maths/English/Science have been identified as priority areas).</p> <p>£8319</p>	<p>Key students and groups demonstrate catch up and recovery in the core subjects</p>	<p>PH</p>	
<p><u>Pastoral Base officer:</u></p> <p><u>To offer pastoral support to groups and key individuals to support re engagement with learning</u></p>	<p>Pastoral Support Officer appointed to work with Year 10</p> <p>£21,905</p>	<p>Identified groups and individuals in Year 10 become re engaged and motivated leading to improved well being and academic progress.</p>	<p>KP/PH</p>	

Catch up intervention sessions to work with identified students and groups to focus on catch up and focus on key pastoral and academic interventions	Supply staff x2 being used to release staff to deliver catch up intervention £22,828	Key students and groups demonstrate catch up and recovery across all subjects	PH	
Catch up intervention sessions to work with identified SEND students and groups to focus on catch up and key pastoral and academic interventions	SEND student support officer appointed to work with SEND students £18,015	Key SEND students and groups demonstrate catch up and recovery across all subjects		
Total budgeted cost				£90,418
iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Parental Engagement</u> Develop a consistent communication and parental engagement strategy to help improve blended learning/remote learning. Which will include: <ul style="list-style-type: none"> Review and then relaunch the rewards system. Praise postcards sent regularly Training for staff, students and parents to engage fully in the Micro soft Teams platform. 	<i>Regular email updates will be sent to parents which includes updated guidance and risk assessments. Staff and pupil training in school and integrated into the curriculum</i> <i>Rewards system launched November 20.</i> <i>Weekly issue of praise postcards.</i> £1500	Improved parental engagement for key individuals and groups supports improved progress for students previously experiencing limited Parental support		
Total budgeted cost				£ 1500
			Total cost	£92,068
			Cost paid through COVID Catch-Up	£70,880
			Cost paid through school budget	£21,188