

Covid-19 Catch-Up Premium Plan

Catmose College

Summary information

School	Catmose College				
Academic Year	2020-21	Total Catch-Up Premium	£ 82,480	Number of pupils	1030

Guidance

Children and young people across the country have experienced unprecedented disruption to their education as a result of the Covid-19 pandemic. Those from the most vulnerable and disadvantaged backgrounds will be among those who have been 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 7 to 11.

As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by 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.

Preamble

On 20 March 2020, schools closed to the majority of pupils due to the Covid-19 crisis and national lockdown. Catmose College remained open to vulnerable students and the children of key workers. We quickly moved from welcoming 1000 pupils to College each day to opening for an average of 27 students the week beginning 1 June, increasing to an average of 53 students per week from 6 July.

The students in College were allocated a bubble based on their year group of up to 15 students. They were given a specific work room and computer to use. During this time, students were accessing remote learning set by staff using the Show My Homework platform which all students and parents had already used prior to lockdown as our means for setting prep. Students who were attending College as their parents were key workers, or they were part of our intervention strategy also accessed the same learning, but with teachers and teaching assistants available to support them. All staff were deployed to provide home learning for those home-schooled. For students receiving face-to-face teaching in College, staffing was conducted on a rota basis.

Remote learning evolved throughout the national lockdown using student, parent and staff feedback. After Easter, the College moved to a revised timetable for Year 7 and Year 8 to reduce the amount of work set enabling it to be more manageable. Year 9 students continued with core subjects and then completed one set piece of work each week on their optioned subjects.

The College moved towards teachers conducting live learning via Microsoft Teams for students on 1 June. On 15 June, the College followed government guidelines and was able to welcome back all Year 10 students for one day a week to receive face-to-face learning for all core subjects and some non-core subjects. Students who had a number of practical subjects attended a second day each week to access face-to-face learning in order to gain more specialised equipment and support. This strategy allowed the College to follow government guidelines in ensuring 25% of the year group were attending at any one time.

Following the announcement for the third national lockdown from 4 January to 8 March 2021, College re-instated remote learning. Catmose College remained open to 201 vulnerable students and the children of key workers.

PROVISION DURING LOCKDOWN

Teachers closely monitored student engagement via the work submitted and were in constant communication with students and parents where necessary. Where engagement remained a concern, Team Leaders contacted parents and further escalated to the Senior Leadership Team (SLT) when necessary. Where engagement was an issue due to a lack of technology, 13 College laptops were issued and broadband provided. It is worth noting that a further 20 laptops were issued following an extraordinarily kind donation from a local company. Where there were other barriers to students engaging with their learning, students were invited to attend College to access teachers and teaching assistants to support their learning.

The College has a strong Client Services team who worked throughout the national lockdown to support vulnerable students, including those students who have an involvement with Early Help, Social Services, Child in Need/Protection, mental health, non-attenders and for those who are on our behaviour system. Support included a minimum of once-weekly contact with the student and family and external agencies where their involvement was necessary.

From 25 March, all EHCP students were offered teaching assistant support sessions twice a day via Microsoft Teams for learning and emotional support. High need or K Code students were also offered support via Microsoft Teams twice daily. One-to-one bespoke support was offered to EHCP students who were struggling with remote learning to ensure that they could maintain progress.

From 4 January, tutor groups in Years 7 to 9 were amalgamated and students were taught their full curriculum face-to-face with teachers. Students in Years 10 and 11 continued with their timetable and where possible, accessed specialist teachers with in subject areas to ensure that there was a high level of quality of provision. Students followed their timetable accessing a variety of live lessons taught using Microsoft Teams and classwork set using the Show My Homework platform.

USE OF CURRICULUM SCHEME OF WORK

Prior to returning to College in August 2020, there was INSET and staff training in addition to the 4 weeks in term 6 where staff were on-site at the College. Time was focused on good teaching practices and the recovery curriculum, not only for curriculum gaps but also for the mental health and wellbeing of all students. Team Leaders have reviewed their curriculum offer to ensure that students are not disadvantaged by the national lockdown.

IDENTIFICATION OF STUDENTS

In addition to the students that required intervention during the national lockdowns as a result of poor engagement, Team Leaders of core subjects have also reviewed progress since the start of this academic year. This process identified students needing further intervention to reduce the gap in progress. A tracker system for each student is in place to identify what intervention is needed and how it is being provided.

REPORTING DURING THE NATIONAL LOCKDOWNS

During the first national lockdown, we adjusted our published reporting calendar to reflect necessary changes due to remote learning. All parents received reports for Years 7-10.

Year Group	Report Received
Year 7	Tutor report issued. No key assessment.
Year 8	Checkpoint report replaced the Key Assessment report.
Year 9	Tutor report issued. Checkpoint report replaced the Key Assessment report.
Year 10	Tutor report issued. Mock assessments were delayed, so issued after the summer break.
Year 11	No report was scheduled on the reporting calendar.

During the second lockdown, the scheduled reports and progress evenings went ahead as planned;

Year Group	Report Received
Year 7	No report was scheduled on the reporting calendar.
Year 8	Virtual Progress Evening.
Year 9	Key assessment. Virtual Progress Evening.
Year 10	Virtual Progress Evening. No report was scheduled on the reporting calendar.
Year 11	Key Assessment report cancelled as students were unable to sit them. Virtual progress evening completed within Term 1

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](#).

EEF Recommendations

The EEF advises the following:

- Teaching and whole school strategies
 - Supporting great teaching

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.

- Pupil assessment and feedback
- Transition support

Targeted approaches

- One-to-one and small group tuition
- Intervention programmes
- Mental health and wellbeing support

Wider strategies

- Supporting parent and carers
- Access to technology.

Identified impact of lockdown

English

Year 7 & Year 8 Readers

For Year 7, CAT assessments and Star Assessments from the Accelerated Readers programme are completed in the first 5 weeks of starting College. These will be used to provide targeted support within ACR curriculum time.

For Year 8, Accelerated Readers assessments that were completed during the national lockdown have been used to identify students who require 'urgent intervention' and 'intervention'. These students have been allocated 35 minutes per week one-to-one with a teacher or teaching assistant to address the areas of concern from the assessments. As further assessments are completed, all Year 8 students' progress will be reviewed and intervention adjusted to reflect this.

Year 9 English

Students who are on our Year 9 Covid-19 Intervention list from the first lockdown have also been assessed using Star Assessments. 11 students have been identified and have started a programme of reading intervention in Term 5. In addition, those Pupil Premium students who did not engage during the third lockdown will each receive 15 hours of tutoring via the National Tutoring Programme.

Individual Year 9 option meetings were completed by SLT via Teams during the lockdown period, or face-to-face if the students were within College. There are 20 identified students who struggled with engagement, are low ability and have not opted to study Modern Foreign Languages (MFL); these students will access an additional 65mins of support during terms 5 and 6 to further catch up prior to commencement of GCSE options.

Year 10 English

Following checkpoints and further assessments, the English team will identify students who will require intervention and a plan will be implemented. Tutoring for one hour per week after College will be offered to 16 students who did engage during the second lockdown. The tutoring will be delivered by specialist subject teaching assistants during terms 5 and 6 who will liaise with subject teachers.

Maths

Year 7 Maths

Students have completed baseline assessments during maths lessons and students requiring intervention have been identified. Additional intervention is being given for 70 minutes per week by qualified maths teachers.

Year 8 and 9 Maths

During terms 1 and 2, using vigorous data from assessments, students requiring intervention have been identified and are accessing 70 minutes intervention per week.

Intervention by Specialist Teacher

Year Group	1:5 with teacher	Electives
Year 7	5	
Year 8	15	
Year 9	20	
Year 10	None identified	
Year 11	9	92

Following lockdown 2:

Students in Year 7 and Year 8 who were identified by teachers as engaging during the lockdown but needing further support to consolidate their learning will receive 60 minutes of intervention after College by teachers per week.

Year 9 options have already taken place so those students who struggled with engagement, are low ability and have not opted for MFL will access an additional 65 minutes of maths during terms 5 and 6.

Year 10 Maths

Following checkpoints and further assessments, the maths team will identify students who will require intervention and a plan will be implemented. Tutoring for one hour per week after College will be offered to 12 students who did engage or make expected progress during the second lockdown. The tutoring will be delivered by specialist subject teaching assistants who will liaise with subject teachers.

Science

Science Year 7

Students will be identified using progress checks and assessments and a plan will be implemented.

Science Years 8-10

The science team have a robust tracker identifying students who require intervention as a result of the national lockdowns and TA support or additional teaching hours have been deployed.

Year 10 Science

Following checkpoints and further assessments, the science team will identify students who will require intervention and a plan will be implemented.

Tutoring for one hour per week after College will be offered to 12 students who did engage or make sufficient progress during the second lockdown. The tutoring will be delivered by specialist subject teaching assistants who will liaise with subject teachers.

Year 10
Identification

We have revised the Year 10 Intervention Programme which would usually be based each term on teachers requesting students' attendance and then being allocated based on level of need. The College has moved to a model where each core subject will have a term of electives with their own students (staffing allowing). The option to request students' attendance will be available.

Term 4	Students remain with tutor groups to provide them with an opportunity to return to College and rebuild relationships with their peers and for positive mental health and wellbeing.
Term 5	Maths teaching groups 10U, 10V, 10L, 10W. Science teaching groups 10S3, 10S4, 10S5, 10T3, 10T4. DSP – Science.
Term 6	Maths teaching groups 10X, 10Y, 10Z, 10K, 10J. Science teaching groups 10S1, 10S2, 10T1, 10T2. DSP – English.
Term 1	English Teaching groups 11X, 11Y, 11Z, 11K, 11J. Remaining students to be given to subjects in options where teachers have requested them.
Term 2	English teaching group 11V, 11W, 11L. Remaining students to be given to subjects in options where teachers have requested them.
Term 3	Elective groups will be determined by intervention identified by all subjects.
Term 4	Elective groups will be determined by intervention identified by all subjects.

Year 11
Identification
2021-22
Academic year

Year 11 has a very robust intervention programme already in place which includes morning, afternoon and elective sessions. Each term, team leaders identify which students need intervention and these sessions are then arranged. The intervention can consist of a variety of methods including; revisiting misconceptions of theory, revision, exam technique and improving controlled assessments.

Electives

We have revised the Year 11 Intervention Programme which would usually be based each term on teachers requesting students' attendance and then being allocated based on level of need. The College has moved to a model where each core subject will have a term of electives with their own students (staffing allowing). The option to request students' attendance will be available.

Term 1	Maths teaching groups 11U, 11V, 11L, 11W. Science teaching groups 11S3, 11S4, 11S5, 11T3, 11T4. DSP – Science.
Term 2	Maths teaching groups 11X, 11Y, 11Z, 11K, 11J. Science teaching groups 11S1, 11S2, 11T1, 11T2. DSP – English.
Term 3	Lockdown.
Term 4	Lockdown. Access to whole College electives programme.
Term 5	Access to whole College electives programme.

Following the second lockdown, the elective programme has been revised and students in Year 11 will be withdrawn from intervention in order to allow students to complete the teaching/assessments needed for the centre assessed grades.

Maths

Maths have a comprehensive tracker which allows them to monitor the progress of students. Maths are currently using Tuesday afternoons and Thursday mornings for team intervention. Three members of staff are providing intervention on Tuesday afternoons and one on a Thursday morning. 65 students are accessing this intervention during term 1. 9 Year 11 students have been identified as requiring further intervention in maths and are accessing 70 additional minutes per week in groups of five.

Maths have half of Year 11 in term 1 and 2 in electives as part of the Covid-19 catch-up plan. This catch-up is being used to progress the curriculum to ensure that students receive a full coverage of the KS4 maths curriculum due to significant loss of teaching. Each session has a bespoke scheme of work (SoW) specific to each group's common misconceptions. This is reviewed every term and updated in light of checkpoint and key assessment data.

English

Where there is concern regarding a student's progress, intervention in class and prep tasks have been established. There has also been some redistribution of TA support in lessons to support with intervention. A clear plan is in place for those students identified within the English intervention tracker outlining details of current intervention and data.

22 Year 11 students have been identified during term 1 for after-College intervention and a further eight students are receiving a one-to-one session of 1.5 hours per week with the Team Leader and Assistant Team Leader.

	<p>During term 2, there will be three different after-College and one early morning intervention sessions running with specific focuses on individual needs. A further 14 students will be receiving a one-to-one session of 1.5 hours per week with the Team Leader and Assistant Team Leader.</p> <p>The English team will have half of Year 11 Term 3 and 4 in Electives as part of the Covid-19 catch-up plan, where this time will be used to plug gaps raised by the checkpoint and writing skills.</p> <p>Science</p> <p>The science team have an in-class intervention watch list which comprises students that were two or more grades below target (in Year 10 mocks) who are not currently accessing any other intervention outside of the elective session at the moment. Close monitoring is taking place to ensure action is taken if required.</p> <p>Science have half of Year 11 in term 1 and 2 in electives as part of the Covid-19 catch-up plan. Science are currently using Thursday afternoons for team intervention. Three members of the team are running Biology, Chemistry and Physics for targeted students. A further group of students are accessing a Wednesday session. A synergy group will be added in term 2. Morning sessions will also be added in term 2.</p> <p>A teacher is available during a double period of Year 11 synergy so is able to provide intervention for a small group of struggling students each week. The focus is quality first teaching. Students will access this help for two weeks at a time. The first group will be selected from the Year 11 checkpoint reports combined with CPOMS.</p> <p>Following the second lockdown period, curriculum time is being used to ensure all students have the required breath of skills to enable them to take their next steps in education, evidence is being collected in line with the Centre Assessed Grades (CAG) policy. This applies to all core subjects.</p>
Mental Health and Wellbeing	<p>This will be at the core of all catch-up work as many students will not have been in a formal school setting for a number of months. The use of electives time and tutorial will be key to this focus. The Client Services team will also work with identified students to provide support to those with anxiety, mental health concerns, behavioural needs as well as other presenting barriers.</p> <p>Following the second lockdown period we have now access to increased Relate Counselling, a NHS worker based within College 1 day per week. Client Services and SEN staff have also completed CPD to ensure that mental wellbeing is further supported across the College. The College is also working closely with outside partnerships to implement well being projects such as drop-in pottery sessions. Alongside this, student voice has strongly emphasised the desire for a return to extra-curricular activities and trips and visits. These will be offered within terms 5 and 6.</p>

Planned expenditure – Linked to the Education Endowment Foundation’s coronavirus support guide for schools)

i. Teaching and whole-school strategies

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting Teaching and Learning:</u></p> <p>All Team Leaders and subject teachers will plan and adapt the curriculum with consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.</p> <p>Students’ independent engagement within the curriculum using resources which support this.</p>	<p><i>Additional time for team leaders to ensure that curriculum intent and schemes are adapted</i> <i>(£1640) 0.5 day per Team leader</i></p>	<p>Curriculum adapted and CP1 reflects a positive impact on progress for Y11, Y10, Y8.</p> <p>Data presented to Governors Dec 2020</p>	<p>ABW - Team Leaders</p>	<p>August 20</p>
<p>DSP – Chrome Books</p>	<p><i>Chrome Books to be purchased to support most vulnerable students and to ensure that access to remote learning will be possible in case of isolation or further lockdown.</i> <i>(£7000)</i></p>	<p>Vulnerable students have access to chrome books and these are integrated into daily curriculum</p>	<p>CPU, ASH</p>	<p>April 21</p>
<p>Reading Pens Investigation into technology Apps - Dictation Word App</p>	<p><i>Reading Pens to allow students with identified barrier to work independently, these will be implemented alongside other strategies to develop reading skills</i> <i>(AR)</i> <i>(£1900)</i></p>			
<p>Cubase Curriculum adaptation due to Covid-19 Restrictions</p>	<p><i>Cubase software required due to bubble groupings linked to Covid-19.</i> <i>£600</i></p>	<p>Cubase software in place to support the successful implementation of the curriculum</p>	<p>JJ</p>	<p>Oct 20</p>
<p><u>Teaching assessment and feedback</u></p> <p>Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments. Years 7 and 8 students to complete Accelerated Reader</p>	<p><i>Purchase and implement the Accelerated Reading Standardised Assessments suite. Complete termly tests and record assessments on MARK to identify gaps and on Insight to track performance.</i> <i>(£3500 Cost of AR and extra logins)</i></p>		<p>ABW, HWI</p>	<p>Dec 20</p>

<p>programme also implemented for identified Covid-19 catch-up students.</p> <p>Access testing of identified Covid-19 catch-up students to ensure the correct support can be allocated and access arrangements are in place.</p>	<p><i>Access testing of Years 11, 10 and 9 identified students</i> <i>(£8884) % cost of AP, KN (1 DAY PER WEEK) 50% increase in time</i></p> <p><i>SEN testing of students identified within Y7/8 through Covid-19 concerns to ensure full access to the curriculum and ensure unknown barriers are not preventing them from making progress.</i> <i>(£8913) AA 1 day per week New focus to assess gaps for intervention due to Covid-19.</i></p>		<p>CPU KN, AP, AA</p>	<p>July 21</p>
<p><u>Transition support</u></p> <p>Children who are joining school from different settings or who are beginning their schooling with Catmose College have an opportunity to become familiar and confident with the setting before they arrive.</p> <p>Whole College transition videos to give students the opportunity to become familiar with the new expectations upon return and answer questions and concerns.</p> <p>Year 9 students have an opportunity for individual one-to-one meetings with SLT to allow for appropriate curriculum choices being made.</p>	<p><i>A virtual tour of Catmose College is arranged and shared with all new starters. Additional time is made to so that families can have a virtual meeting in first term with their Form Tutor.</i></p> <p><i>(£1053) PJ, SPW Time</i></p> <p><i>A virtual video tour of Catmose College is arranged and shared with all students and parents. Additional time is made to so that families with concerns can have meetings to discuss concerns raised.</i> <i>(£1572.50) PJ, SPW, CPU, AEM, ABW Time</i></p> <p>Individual options meetings via teams with all Y9 students to ensure appropriate curriculum choices for KS4 and to identify support needs <i>SPW, AEM, ABW, CPU, HWI, MSI, ASH</i></p>		<p>Year 7 Form Tutors Principal</p>	<p>Nov 2020</p>
<p>Total budgeted cost</p>				<p>£28062.50</p>

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>One-to-one and small group tuition</u></p> <p><u>English</u> Years 7/8/9 Identified students will have significantly increased rates of reading fluency and prosody. They will be able to comprehend reading better as a result of being able to read at pace without spending their working memory decoding. They will be confident readers and dips in reading attainment will be negated.</p> <p>Year 9 Year 9 options have already taken place so those students who struggled with engagement, are low ability and have not opted for MFL will access additional Maths lessons and English lessons during Term 5 & 6 with a specialist teacher.</p>	<p>Year 7 - 35 minutes per week one-to-one with a teacher or teaching assistant to address the areas of concern from the assessments.</p> <p>Year 8 – 12 students received one-to-one intervention for 35 minutes for 12 academic weeks with teacher, teaching assistant or senior teaching assistant. <i>Term 1 and 2 £1488.04</i> Term 5 and 6 Year 9 - 11 students identified (<i>£1488.04</i>)</p> <p>Year 9 –20 students identified. <i>Weekly 65 min lesson for English x2 groups £704</i> <i>Term 5 and 6</i></p>		<p>JR</p> <p>JR</p> <p>JR/HWI</p> <p>JR/HWI</p>	<p>Feb 21</p> <p>Feb 21</p> <p>July 2021</p>

<p>Year 10 Identified students who did not engage in education during the third lockdown or make sufficient progress will access tutoring for 1 hour per week within identified subjects.</p> <p>Year 11 Students to address identified knowledge gaps from lockdown mock assessments to ensure they move to their minimum target grade.</p>	<p>4 groups (plus 1 LAC group). Total of 15 students (+1 CLA student). £880</p> <p>Term 1 - 22 Year 11 students have been identified for after-College intervention and a further 8 students are receiving a one-to-one session of 1.5 hrs per week with the Team Leader and Assistant Team Leader. £1731.78</p> <p>Term 2 During Term 2, there will be three different after College and one early morning intervention sessions running with specific focuses on individual needs. A further 14 students will be receiving a 1:1 session of 1.5 hrs per week with the Team Leader and Assistant Team Leader. £2006.76</p> <p>Term 3/4 Extra curriculum time allocated for 105 students to address identified gaps identified through checkpoint reports and continue to develop writing skills. £5648 (Not completed due to lockdown)</p>			
<p><u>Maths</u></p> <p>Years 7/8/9 Students will address the knowledge gaps identified through assessment. They will be able to be more fluent in calculation work to further impact on their progress within the curriculum.</p>	<p>Year 7 Maths intervention is provided for 8 students for 70 minutes per week by a qualified Maths teacher within two groups Term 1 and 2 £896 Term 5 and 6 £704</p>		AWA	July 21

<p>Year 10 Students identified through assessment CP1 will receive 1 to 1 tuition in order to address individual gaps to support them in meeting their target grade.</p> <p>Year 11 Student to address identified knowledge gaps from lockdown mock assessments to ensure they move to minimum target grade</p>	<p>Year 8 Maths intervention is provided for 11 students for 70 minutes per week by a qualified Maths teacher. <i>Term 1 and 2 £896</i> <i>Term 5 and 6 £704</i></p> <p>Year 9 Maths intervention is provided for 8 students for 70 minutes per week by a qualified Maths teacher. <i>Term 1 and 2 £896</i> <i>Term 5 and 6 £704</i> <i>KS3 After College Intervention 1hr per week</i> <i>Cost</i> <i>Term 5 and 6 (£941)</i></p> <p>Small group or one-to-one tuition for 12 students <i>£880</i></p> <p>Electives - Extra curriculum teaching time 92 Students – During terms 1 and 2 all Year 11 students will receive targeted intervention relating to Mock assessments <i>(£5648)</i></p> <p>Small group tuition for 9 students by qualified maths teacher <i>Term 1 and 2 (£768)</i></p> <p>Breakfast Club intervention for ** students by Assistant Lead in Mathematics <i>(£866)</i> After-College small group intervention 1 hour per week Foundation</p>			
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<p><u>Science</u> Year 11 Student to address identified knowledge gaps from lockdown mock assessments to ensure they move to minimum target grade.</p> <p>Year 10 Students identified through assessment CP1 will receive 1 to 1 tuition in order to address individual gaps to support them in meeting their target grade.</p>	<p>Higher <i>Term 1 and 2 (£941)</i> Support provided to Grade 8/9 students 1 hour per week to ensure gaps in learning are addressed to give them the opportunity to gain higher targeted grades <i>Term 1 and 2 (£437)</i></p> <p>Electives extra curriculum teaching time – during term 1 and 2 all Year 11 students will receive targeted intervention relating to mock assessments <i>(£5648)</i></p> <p>1 to 1 tuition for 12 students <i>(£704)</i></p>		NC/HWI	July 21
<p><u>Mental Health and Wellbeing</u></p> <p>Senior Assistant Principals and tutorial leads will plan and adapt the tutorial curriculum to focus on mental health and wellbeing alongside safeguarding risks for example online technology identified within lockdown.</p> <p>Extra curriculum time within Electives to support mental health and wellbeing and re-establish social relationships within College.</p>	<p>Time for Assistant Principals and Team Leaders to adapt Tutorial programme <i>(£976)</i></p> <p>Electives time allocated within Term 1 1 hour CPD session led by Dr Emma Rowley to support staff in identifying and supporting concerns. <i>(£3860) All teachers/TAs 1hr CPD</i></p>		JRA, CSH UPS 3 Leads within teams	July 21 Oct 21

Whole staff CPD mental health and wellbeing training - learning from the pandemic. Providing strategies and techniques to support students within the classroom and through tutor role.	Keyworker support provided to identified students Students = 17 <i>(£6727.92)</i>			Nov 21
Identified students are able to access CS Advisor support to manage anxiety. Relate counselling and NHS support worker access.	CSA referrals to relate/school nurse and NHS adviser to support identified needs			Ongoing
Identified students to receive SEMH outside agency support to support strategies within the curriculum	Day Support provided by Leicestershire SEMH team <i>(£540) AEM and MSA time 0.5 each</i>			Ongoing
Students who have had to isolate for 5 or more days due to Covid-19 receive one-to-one mentoring to ensure reintegration into the curriculum and wellbeing support	Senior STA support to ensure work completed, any wellbeing issues are identified to ensure smooth transition back into College. <i>(£2695) Weekly 0.5 day</i>			Ongoing
Mental wellbeing art therapy project will be implemented to support student wellbeing.	Materials and staffing to support implementation of the project. <i>(£3500)</i>		AEM/HM A	
Attendance focus to ensure Covid-19 issues are supported and students attend College	Extra SAP responsibility for Attendance alongside SGE SAP. <i>(£3838)</i> Continued work with RCC to access and support students to improve attendance Tracking		SGE/NC /CPU	
			Total budgeted cost	£ 52068.54

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?

<p><u>Supporting parents and carers</u></p> <p>Parents are able to communicate with the College and receive information regarding progress through Virtual Progress evenings.</p> <p>Safeguarding newsletter provided termly to support parents with issues identified within lockdown.</p>	<p>Develop clear strategy/process for Virtual Progress evenings through use of Microsoft teams. <i>(£460) 0.5 day</i></p> <p>Termly newsletter sent to parents <i>(£303) AEM 1hr per term LN 1Hr per term</i></p>		CPU	Oct 20
<p><u>Access to technology</u></p> <p>Teachers have laptops that are equipped with webcams and allow the teachers to access school-based resources from home. Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children.</p>	<p><i>Purchase of laptops to enable staff to complete remote lessons to support remote learning for all students.</i> <i>(£16091.64)</i></p>		GS	Dec 20
Total budgeted cost				£ 16854.64
			Cost paid through Covid-19 Catch-Up	£96985.68
			Cost paid through charitable donations	£7000
			Cost paid through school budget (At present)	14505.68