

DTRB Covid Catch up development plan 2020-21

Target Area	Specific Area of Support	Baseline Information	Action/Strategy	Integrated with PP and broader School Improvement Funding	Success Criteria	Who	Cost
1. Teaching and Whole School Strategies	Supporting good teaching	Pupils have missed learning time within areas of the curriculum.	1) Follow the Catch up curriculum as set out by the trust.	N	Pupils make at least expected progress within the catch up curriculum.	SW	Free
		5 months of lost learning time. Progress review meetings with HOY/SLT KS3 Data Collection 1 Year 10 HT6 subject breakdowns	2) Year 8-11- Audit to all HOF to complete for areas of need.	N	Curriculum leaders identify areas of need and pupils make at least expected progress	ACU	Free
		Staff have had previous training regarding Metacognition and its embedded through the lesson structure.	3) Reinforcement of metacognitive strategies through CPD/IQTL	N	100% attendance at CPD training, positive feedback from IQTL	EGB	Free
		100% books are used to supplement learning.	4) Produce high quality 100% books to supplement teaching and learning within the classroom	N	Pupils to work independently to increase resilience	EGB	Free
		School to implement google classroom	5) Implementation of Virtual lessons to support pupils who are self-isolating.	N	Pupils who are at home make the same rate of progress as those who are attending	EGB	Free
		No lessons produced yet to aid home learning.	6) Pre-recorded lessons for pupils to access- explore the lessons produced by Oak academy and signpost to pupils	N	Pupils who are at home make the same rate of progress as those who are attending	EGB	Free

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	PDC has been remapped and a new method of implementation.	7) PD- new PDC programme with an ongoing focus upon pupils' well being	N	Pupils have a greater awareness of strategies in which to better support positive mental health.	SW/SL	Free
	Numeracy and literacy plans in place. IQTL plans in place.	8) Monitoring of numeracy and literacy inventions through IQTL via TLR holders to ensure strategies are embedded across all subject areas	N	Increase in the quality of numeracy and literacy skills demonstrated through outcomes within the classroom.	EGB	Free
	Information is shared when sent by exams officer	9) Ensure all middle leaders are up to date with examination amendments relating to Covid	N	Information is disseminated across departments and plans implemented to address any required changes.	SL	Free
	Google classroom at an early stage- staff training	10) Implementation of Google classroom to support teaching and learning.	N	Pupils who are at home make the same rate of progress as those who are attending	EGB	Free
	Plan in place to support NQT/RQT	11) NQT/RQT- developing teaching programme to support staff	N	Staff are confident to deliver the required curriculum which results in pupils achieving expected progress	EGB	Free
	Areas of concern highlighted by staff.	12) Implementation of bespoke in-house training to develop all Middle leaders	N	Staff voice to indicate confidence levels of middle leaders when performing their duties.	SMQ	Free
	Due to bubble restrictions- limited IT resources for all year groups	13) Additional ICT resources to support learning- 32 Chromebooks	N	Increase number of pupils with access to computers	HS	£1000
	No self-assessment packages in place	14) Explore the use of self-assessment packages whilst staff are unable to mark as per trust risk assessment.	Y	Pupils' work is assessed accurately.	HoDs	£2000
	Restrictions on year group bubbles prevent GCSE groups using PE facilities at the same time as core lessons.	15) Assist PE in the delivery of high-quality lessons whilst maintaining year group bubbles.	N	All pupils have access to high quality facilities	JR	£1050
Pupil assessment and feedback	Google classroom to be rolled out to all staff and pupils.	1) Google classroom training to staff and roll out to pupils to enable pupils to access work from home to enable feedback on their work even though they are self-isolating.	N	Pupils work is assessed accurately whilst at home.	EGB	Free

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		Teaching staff are not confident when using Sira to highlight intervention groups	2) Sira Training to be incorporated into CPD training to support teaching in selecting cohorts.	N	Staff are confident when selecting cohorts for intervention.	SL/ SJ	Free
		Weekly bulletin/presentation in place to highlight good practice.	3) Sharing of good practice between staff to demonstrate alternatives to book marking.	N	Staff are able to access a toolbox of strategies to enable them to assess pupils' work.	EGB	Free
		No official prior data of yr 7 pupils.	4) CAT testing to occur in the Autumn term for year 7.	N	Accurate assessment of new year 7 pupils	RK	£1863
		Lost learning time within GCSE subjects	5) Edexcel online support for core subjects.	N	Increase pupil progress	SL	Free
	Transition support	Video produced and shared to all.	6) Virtual transition videos to ensure a smooth transition into year	Y	Attendance is in line with school target	SW	£3500-marketing budget
		Information from primary schools received and placed into SEND register	1) Key information of pupils is shared by SENCO to all staff	N	Pupils needs are met	RK	Free
		No official prior data of yr 7 pupils.	2) CAT testing to occur in the Autumn term for year 7.	Y	Accurate assessment of new year 7 pupils	RK	£1863 (as above)
		Plan in place to share information through PDC sessions.	3) Careers information is shared from the colleges via a dedicated form morning	N	100% of pupils have applied to college	EGB	Free
		Reading ages to be taken of all year 7	4) Year 7 Book Trust	N	Increase literacy of year 7 pupils	SM	£380
		No mentors are currently booked in. Awaiting further guidance.	1). Explore the use of accredited external agencies	Y	Increased rates of progress in specific, identified groups of pupils	LC	£7000 (not used)
I) Targeted Support	One to one and small group tuition	Low literacy levels of some pupils	2).Explore possible internal interventions through the use of TA/LSA especially within Literacy catch up	N	Increased rates of progress in specific, identified groups of pupils	RK	Free
		Pupils have lots of misconceptions	3).Additional paid duties for small group interventions	Y	Increased rates of progress in specific, identified groups of pupils	LC	£Duties
		Lots of misconceptions in Maths	4) In house intervention for year 7-10 through the use of maths teachers	N	Increased rates of progress	SL	Free
		Lots of misconceptions in Science	5) Explore the appointment of a science teacher for intervention sessions	N	Increased rates of progress	LC/SL	In budget
		Lost learning time	6) Establish 'Lesson 7' targeted support calendar for Year 11	N	Pupils catch up on learning lost during Lockdown	SL	Free

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Intervention Programme	Limited number of staff to support.	1). Explore use of Teaching School and assist of ITT students to provide targeted support for individuals	N	Increased rates of progress in specific, identified groups of pupils	LC	Free
	Timetable to be put in place.	2). Small targeted groups before school/ lunch times/ in lesson	Y	Increased rates of progress in specific, identified groups of pupils	SL	£Duties
	Lower reading ages due to missed learning.	3). Additional use of Reading plus programme for 7/8 and the use of Bedrock	Y	Increased rate in pupil's literacy skills	RK	£2584 £699
	Lost learning time	4). Use of external accredited agencies- Tutor Trust Yip Yap.	Y	Increased rate of progress	LC	£8k Cost shared with PP
	Increase in pastoral needs of pupils.	Employ an additional staff members /enhanced hours to assist with pastoral elements within school	N	Increased rates of attendance and progress	SL	£26,140
	Increase in pastoral needs of pupils	5) Additional support around mental health and personal development - including Y11 activities day	N	Increase in rates of attendance and pupils are more confident in dealing with mental health issues Y11 activities day	SL/SW	£125 £1,950
	Lost learning time due to lock down.	6) In house catch up online resources for all year groups through pre-recorded lessons of the content missed in the summer term	N	Increase rates of progress	SL	£10400
		Easter School	N			£1,070
	Lost learning time	7) Additional numeracy support through the use of Mathletics	N	Increased rates of progress	KL	£995
	Lost learning time	8) Additional drop down days for subjects for open bucket subjects to support the completion of coursework.	N	Increased rates of progress	SL	Free
Some pupils need additional support to cope with mental health issues	9) Targeted support of pupils with additional needs of mental health through Wigan Family welfare	Y	Pupils are able to deal with mental health issues	RK/LV	£8500 (cost split 75% PP/ 25% SEND)	
Lost learning time of pupils.	10). Targeted intervention for pupils within specific areas of need <ul style="list-style-type: none"> Staff to carry out audit of pupils gaps Establish personalised programme of study for 	N	Increased rates of progress within those areas and pupils have caught up on lost learning from lockdown.	HoDs	Free	

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			Monitor engagement of pupils via registers and address any lack of engagement with pupils and parents				
	Extended School time	Small number of home learning packages are currently used.	1). Utilise IT through a range of different media eg, Google Classroom, Seneca learning, Class Charts, Everlearner, GCSE pod etc	Y	Increased number of stakeholders accessing the programmes	HoDs	£3k
3). Wider Strategies	Supporting parents and carers	Parents may not know how to assist learning whilst at home.	2). Produce 'How to videos' for Literacy and Numeracy to assist parents in supporting their child.	Y	Parents to feel empowered in meeting their child's literacy and numeracy needs	EGB	£1,710
		Not all pupils have access to published revision material.	3). Explore the use of revision materials for the most vulnerable	Y	Most vulnerable pupils make the same rates of progress as those who aren't.	EGB	£600
		Low income families require support	4) Support families through the MUFC foundation food hampers scheme through half term 1	N	Support parents and carers within the community	SW	Free
		Low income families require support	5) Food hampers at Christmas to support families.	N	Support parents and carers within the community	SW	Free
		Some pupils do not have access to ICT at home.	1). Carry out audit to ascertain pupils' access to remote learning	N	To work toward complete coverage of access for all pupils	EGB	Free
	Access to technology	Some pupils do not have access to ICT at home.	2). Support pupils who don't have a form of access to technology by providing hard copies of work.	Y	Ensure that pupils without access make the same rates of progress as those with access	EGB	£Copying
		Some pupils don't have access to ICT at home	3) Support pupils isolating/home learning through the roll out of DFE computers to support home learning	N	All pupils have access to ICT at home	EGB/HS	Free
	Summer support	Pupils at home and not being monitored by staff.	Safeguarding procedures 1) Increase communication between school and pupils 2) Vulnerable pupils invited into school via Manchester United Foundation for wellbeing support during lock down 3) Tiered approach created to address different needs of pupils 4) Transition 5) Literacy	Y	Pupil's attendance at school post lockdown is at least national. 100% of pupils needs are supported	SW	£15,000 split with transitionPP budget