



The Covid-19 Gap Action Plan

June 2020

School Name: All Saints'



School Name: All Saints' Catholic Academy
Completed by: Senior Leadership Team

Success Criteria	Actions	Financial costs	Evaluation & Impact (Jan 2021)	Evaluation & Impact (April 2021)	Final Evaluation & Impact (August 2021)
<p>1.1 Student knowledge deficits, due to 2020 lockdown, are identified and addressed through the All Saints' curriculum offer.</p>	<p>Adjustment to timetabled school day to create the capacity for a Progress Period at the end of the day facilitating Core, Ebacc and Foundation subjects additional time to support knowledge deficits.</p> <ul style="list-style-type: none"> a. Year 11 subject specific tutors (Core and Ebacc) b. Year 10 Ebacc and Option subjects on half termly rotation. c. Year 9 Option and Ebacc subjects on half termly rotation. d. Year 13 directed study-dedicated retention and revision time. e. Year 12 directed study-consolidation of new content and revision resource production. 	<p>Resource Production Cover to enable groups to receive subject specialist support.</p>	<p>Oct Mocks- Year 13 and 11</p> <p>Low Stakes Testing- multiple choice baselines in Sept- All.</p> <p>DPS monitoring visit to evaluate outcomes.</p> <p>Feedback to LGB.</p>	<p>February Mocks- Year 13 and 11</p> <p>Summative Assessment windows- Year 12, 10 and 9.</p> <p>DPS monitoring visit to evaluate outcomes.</p> <p>Feedback to LGB.</p>	<p>Terminal Examinations- Year 13 and 11</p> <p>Summative Assessment window 2-Year 9 Year 12 and 10 mock</p> <p>DPS monitoring visit to evaluate outcomes.</p> <p>Feedback to LGB.</p>

	<p>Year 7 and 8 Progress Period- Three times a week following a reading programme devised by Literacy leader. Purchase three novels- one novel per term- and SOL to be devised with an emphasis on class reader philosophy, focused on decoding, comprehension and inference.</p> <p>Study “Just reading” by Jo Westbrook, Julia Sutherland, Jane Oakhill and Susan Sullivan</p> <p>https://learningspy.co.uk/featured/why-just-reading-might-make-more-of-a-difference-than-teaching-reading/</p>	<p>Cost of resources Novels X3 Scholastic classics £4.99 385 Students £5,763.45 SOL booklets £400</p>	<p>Star reading test.</p>	<p>Star reading test.</p>	<p>Star reading test.</p>
	<p>c. Year 7 and 8 Progress Period used for the introduction, contextualisation and consolidation of Tier 2 and 3 vocabulary formed from Curriculum Statement of Intent.</p> <p>Literacy Leader to devise initial testing; DHT and AHT for T and L to compile curriculum information; literacy leader to devise method of teaching in progress period and final testing.</p>	<p>Cost of resources Booklets £400</p>	<p>Vocabulary Baseline assessment.</p>	<p>Inter-form vocabulary competition.</p>	<p>Vocabulary final assessment.</p>
	<p>d. Year 7 and 8 Progress Period used twice per week for numeracy. Ideally appoint a TLR holder for Numeracy (creates equity with Literacy); SOL and resources created to improve numerical fluency; staged approach which begins with timetables for those not secondary ready; calculation strategies and use of algebra; then problem solving, underpinned by RME philosophy as the school is in the second year of the pilot program.</p>	<p>TLR (£2796) or paid by the hour of production Teaching resources £400</p>	<p>Numeracy baseline</p>	<p>Inter-form numeracy competition.</p>	<p>Numeracy final assessment.</p>

	https://rme.org.uk/about-rme/what-is-rme/				
	<p>f. Year 7 to sit CAT4 testing to provide information on verbal reasoning, non-verbal reasoning, spatial reasoning and quantitative reasoning. Triangulate this date with KS2 information from primary schools to ensure students are set appropriately challenging targets, content is pitched to ensure the KS3 curriculum is building on prior knowledge and identify groups for further support to inform SEN interventions, Reading group intervention and Challenge groups.</p>	<p>£10.95 plus VAT for 197 £2,157.15</p>	<p>FFT Targets provided. Intervention groups established.</p>	<p>Data drop Intervention group movement.</p>	<p>Data drop Intervention group movement.</p>
	<p>g. Year 8 complete Progress tests in English, Maths and Science offered by GL. This year group have had the education gap between Year 6 moving into Year 7; they have then had their first year of learning interrupted. Assessment Information on the 2019-2020 is limited. These curriculum tests enable the respective departments to tailor content and SOL based on student performance.</p>	<p>£12 plus VAT for 188 £2,256</p>	<p>Initial English, Maths and Science results. DPS monitoring visit. Feedback to LGB.</p>		<p>English and Maths progress results. Science assessment. DPS monitoring visit. Feedback to LGB.</p>
		<p>£14,172.60</p>			

<p>1.2 All students receive high quality, teaching and learning through the direct instruction model to ensure new content and skills are retained in long term memory, reducing further knowledge deficits and barriers.</p>	<ul style="list-style-type: none"> a. Launch and development of ‘di’ teaching style to ensure questioning, independence, feedback and challenge enable students to access a knowledge rich curriculum through CPD and utilising LP. b. LP to support colleagues where ‘di’ model is not being executed to enable students to access the knowledge curriculum. c. Student and parent events focussed on effective retrieval and retention. 	<p>Cover costs £30 per hour. 3 days’ worth per year. £450</p> <p>Resource development. 1200 students- 40p per booklet £480</p>	<p>Lesson Visits and Work Scrutiny.</p> <p>DPS Teaching and Learning Focus.</p>	<p>Lesson Visits and Work Scrutiny.</p> <p>Parental and student voice. SIMs conduct points re Preparation for learning from targeted cohort.</p> <p>DPS Teaching and Learning Focus.</p>	<p>Lesson Visits and Work Scrutiny.</p> <p>Parental and student voice. SIMs conduct points re Preparation for learning from targeted cohort.</p> <p>DPS Teaching and Learning Focus.</p>
	<p>b. Development of low-stakes testing, namely multiple choice questioning to ascertain knowledge deficit and strengths to inform sequential patterns of content delivery.</p>	<p>Resources and time.</p>	<p>Assessment scores retained by staff. SIMs points for quiz readiness and performance.</p> <p>Lesson visits and work scrutiny.</p>	<p>Assessment scores retained by staff. SIMs points for quiz readiness and performance.</p> <p>Lesson visits and work scrutiny.</p>	<p>Assessment scores retained by staff. SIMs points for quiz readiness and performance.</p> <p>Lesson visits and work scrutiny.</p>

	<p>C. Visualisers to support modelling which is intrinsic to successful modelling of di modelling. Mini whiteboards and pens per student- to enable Covid compliance and a means of delivering AFL in a habitual manner. Video recorder to build up a bank of teaching and learning clips to support the CPD of di and teacher review of their practice.</p>	<p>70 x 20 = £1400 On Amazon- 10 boards and 10 pens for £10. For whole school @£1000 £300</p>	Lesson Visits.	Lesson Visits CPD feedback via staff voice. Student voice re lessons.	Lesson Visits CPD feedback via staff voice. Student voice re lessons.
	<p>d. 'Departmental absolutes' seminars in Drama Hall, where on rotation, Year 10 and 11 have a one hour session per subject every term to address the absolute knowledge or skills that students need.</p>	<p>£30 per hour 1 per term for Year 10 and 11 per subject, so approximately £600 per term.</p>		Student Voice	Student Voice
	Total Cost	£4230			
<p>1.3 Students whose reading ages and numerical fluency are well beyond expected levels receive targeted intervention which results in improved reading and numeracy skills.</p>	<p>a. Reading Breakfast Club. Utilise CAT4 and Star Reading test to identify students requiring additional support in their reading due to having a reading age below actual age. Urgent Intervention Groups High Intervention Groups To run before school from 8:25 until 8:55 and delivered by Literacy coordinator.</p>	<p>10 x £33 = 330</p>	Star Reading Test	Star Reading Test	Star Reading Test
	Total cost	£330			
	<p>b. Maths tuition. Participate in the National Tutoring programme for Maths tutors for Year 8 and 9 students. No capacity in the timetable to offer intervention through full time staffing. Programme being</p>	<p>Initial indications suggest £12 per tutor session due to government subsidisation.</p>	Initial testing and final testing.	Initial testing and final testing.	Initial testing and final testing.

	<p>advocated by EEF, showing students make several months programme.</p> <p>https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme/</p>	<p>Have 10 students involved weekly £1440 per term. £4320 total.</p>			
	<p>c. Half term intervention Provide half term support during Oct fortnight, Easter holidays and Whitsun for Year 13, Year 11 and Year 10 students.</p>	<p>£3,500</p>		<p>Mock results and student voice.</p>	<p>Mock results and student voice.</p>
	<p>d. SEN Support. Teaching assistants to work with Sen students in Year 8 and 10 before school, identified through Progress tests and initial base line assessments to support in homework and independent study.</p>	<p>Staffing costs Twice a week for twelve weeks across three terms.</p>	<p>English and Maths progress tests and star reading ages.</p> <p>Year 10- referral from teaching staff.</p>		<p>English and Maths progress tests. Star reading ages.</p> <p>Year 10 assessment and mock results comparison.</p>
	<p>Total Cost</p>	<p>£810</p>			
<p>1.4 Disadvantaged students who had limited ICT access and therefore reduced access to teaching via recorded or live lessons, have access to resources which enable them to make learning gains.</p>	<p>a. Utilise Maximise your Potential External provider for Marginal gains and stamina workshops for disadvantaged students.</p>	<p>£1500</p>			<p>Student Voice.</p>
	<p>b. Target group of KS4 and KS3 students for twice weekly for HIT group (Homework and IT facilities) supervised by staff.</p>	<p>£33.00 per hour (30 weeks x 4 staff)</p>	<p>SIMS points. Student Voice</p>	<p>SIMS points. Student Voice</p>	<p>SIMS Points. Student Voice.</p>
	<p>Total Cost</p>	<p>£3960</p>			
<p>1.5 Students whose mental health has been adversely affected by the Covid pandemic and presents a barrier to their social and</p>	<p>a. TTF (Think for the Future) Behaviour & Resilience Mentoring Key focus of the Targeted Mentoring Programme would be to engage a core</p>	<p>£6425</p>	<p>Conduct Points and attendance.</p>	<p>Conduct Points and attendance</p>	<p>Conduct Points and attendance</p>

academic development receive timely support.	group of 20/30 students (mainly in Year 9 + 11) who are not engaging fully in education and are at risk of continuing this throughout Year 11. tailor the provision to bring in a focus on resilience, self-esteem, positive thinking, controlling emotions etc.				
	We are aware of the gap with white working class British boys. This gap will be enhanced with the possible lack of engagement with the VLE work. Feelings of being behind and not understanding could trigger poor behaviour on their return to school.				
	c. Wellbeing co-ordinator per year group with the possibility of a linked 6th former – trained by B Nicholls	for £25 PER HALF DAY X 6 STAFF AND 6 STUDENTS = £300			
	Total Cost	£6725			
1.6 Successful delivery and execution of the Covid catch up funding.	A. Appoint a member of staff to coordinate the various strands of provision above.	TLR 2A £2796	DPS Monitoring feedback.	DPS Monitoring feedback.	DPS Monitoring feedback.

*Please feel free to add additional rows if you require them.

Total Cost Currently: £40.033.60

DfE Covid-19 Catch Up Premium £73 520

Include 25% initial tranche and 0.6 FTE teacher