TDMS COVID-19 Catch-up strategy 2020/21

Introduction

The DfE have announced a £1 billion catch-up package to support students who may have fallen behind due to lost teaching time as a result of the coronavirus pandemic, with a focus on the most vulnerable students and those from disadvantaged backgrounds. For the academic year 2020-21, we have been allocated a one off catch-up grant of £66,720

Barriers to future attainment for students with significant gaps

Academic barriers	
1	Deficient core literacy skills such as reading; comprehension; and spelling; for students at KS2 and KS3 are a significant barriers to academic progress
2	Deficient core numeracy skills such as; multiplication; problem solving; number literacy; and measures; for students at KS2 and KS3 are a significant barrier to academic progress
3	Students have lost a significant amount of time in KS4 subjects during the school closure. This may lead to a lack of foundation knowledge across a wide range of subjects. This will cause an issue with their ability to progress in a range of different KS4 subjects

Additional barriers	
4	Attendance rates for students with significant gaps may be lower than other students, if this trend is continued the students will fall further behind in core areas
5	Several students have access issues, particularly with ICT resources that make it difficult for them to access catch up resources

Intended Outcomes

Specific identified barrier	Intended outcomes	Success criteria
1 – Literacy Skills	**Improve literacy skills by focussing on identified weaknesses – increased support for vocabulary, reading and comprehension interventions** ● Support the development of core skills in students who have fallen behind due to the break from the school during the forced enclosure ● Continue to identify gaps ensuring the support systems are in place to support students during the whole of the academic year	Reduction in measured gap in literacy skills between targeted students and their peers Reduction in the number of students requiring continued interventions
2 – Numeracy Skills	**Improve numeracy skills by focussing on identified weaknesses – increased support for critical thinking, problem solving and numerical literacy interventions** ● Support the development of core skills in students who have fallen behind due to the break from the school during the forced enclosure ● Continue to identify gaps ensuring the support systems are in place to support students during the whole of the academic year	Reduction in measured gap in literacy skills between targeted students and their peers Reduction in the number of students requiring continued interventions
3 – Loss of curriculum time at KS4	**Narrow the gaps of students compared to their peers in KS4 subjects, ensuring that all students move towards being accessed at ARE** ● Targeted support for individual students at KS4 subjects ● Providing additional support for students to narrow the gap caused by break in school provision	Reduction in measured gap in KS4 attainment and progress between targeted students and their peers Reduction in the number of students requiring continued interventions

4 – Attendance	**Reduce the gaps in attendance of students who are already behind in comparison to their peers**	Measurable improvement in the attendance gap of students that already show an attainment or progress gap with their peers
5 – Access	**Provide support for students to allow them to access digital or other resources that are provided by the school to allow interventions to be delivered**	Removal of issues caused by the lack of digital equipment or physical resources

Strategies

Specific identified barrier	Planned Strategies
1 – Literacy Skills	Provide funding for additional resources to support the reading strategy including additional reading materials Extend the use of accelerated reader to Year 7 students Purchase of SAT catch-up resources Purchase of Doodle – English personalised intervention in reading and SPAG
2 – Numeracy Skills	Purchase additional digital resources for the development of numeracy skills Purchase of SAT catch-up resources
3 – Loss of curriculum time at KS4	Provide additional resources for faculty areas to support students to allow them to support students in catching up in missed curriculum time. Provide funding for additional support sessions for Y10 and 11 students after school and during the school holidays Purchase of GCSE Pod to support KS3 & KS4 students
4 – Attendance	Increase the contact time of the school counsellor to support vulnerable students increasing attendance
5 – Access	Provide digital equipment for KS4 students to allow them to access digital curriculum materials