

Jack Hunt School: Covid-19 Catch-Up Funding Strategy 2020-21

Summary information					
School	Jack Hunt School				
Academic Year	2020-21	Total C-19 budget	£123,280	Date of plan	Sept 2020
Number of pupils (Y7-Y13)	1750	C-19 budget per pupil	£80	Date for next internal review of this strategy	Jan 2021

Strategy statement
<p>Jack Hunt School is committed to supporting all pupils who have been impacted through loss of schooling as a result of the Coronavirus outbreak. Funding will be directed towards three key areas (as outlined in the EEF support guide):</p> <p><u>A Teaching and whole school strategies</u></p> <ul style="list-style-type: none"> - high quality teaching for all -effective diagnostic assessment -supporting remote learning - focusing on professional development <p><u>B Targeted academic support</u></p> <ul style="list-style-type: none"> - small group tuition and mentoring for most affected pupils/groups - Academic tutoring <p><u>C Wider strategies</u></p> <ul style="list-style-type: none"> - Supporting pupils' social and behavioural needs -Communicating with and supporting parents - Successful implementation in challenging times

EEF Support Strategy A: Teaching and whole school strategies

Academic year		2020-21								
Action	Rationale	Success criteria/ measure	Timescale/ resources/cost	Monitoring Key questions Accountable lead	Evaluation	Cost	RAG Jan 2021	RAG April 2021	RAG Sept 2021	
A: Conduct an initial KISS review of remote and home learning from lockdown 2020.	* Ensure that we stop to review what went well and what should be improved and that we learn from our experiences of remote and home learning in lockdown 2020.	* KISS review completed by staff across the curriculum and results pooled. * Suggested improvements identified and linked with evidence from wider research taking place across the UK. * Continued adaptation of this contingency	* Staff sent KISS review before the end of the summer and results collected during PDD (04.09.20). * Outcomes available within the first two weeks of September and shared with staff. * Time for analysis. * Cost linked to time required	* KHY to lead and present findings. * A further survey to be developed to monitor the impact in December 2020. * <i>Key questions: How do we improve our online offer for future remote access to learning resources and to ensure the success of flipped learning? What do we need to do</i>	* KISS review completed with staff and feedback to TLM on 14.09.20. * Outcomes linked to plans for 2020-21: increased online learning; increased independent learning for students and importance of home learning; fewer face-to-face meetings for staff to support whole school risk assessment and support work-life balance.					

		plan in light of outcomes.	from KHY and admin.	<i>for this to be successful?</i>					
A: Conduct an updated survey to assess the connectivity available for all families. Seek to address this for families who require additional support.	<ul style="list-style-type: none"> * Ensure that students are supported, should we have to move to remote learning again. * Continue to support households in gaining access to remote learning. 	<ul style="list-style-type: none"> * All students able to take part in flipped and blended learning with access to materials when they need it. 	<ul style="list-style-type: none"> * Access to materials to support flipped learning by Christmas 2020. * Potential costs associated with widening of iPad project via PKAT and Cross Keys laptop project. 	<ul style="list-style-type: none"> * Led via PKAT iPad project over long-term. * <i>Key questions:</i> <i>How can we support students who only have a mobile phone to access resources?</i> <i>How can we ensure equity for all learners?</i> <i>How can we access funding to support our community?</i> 	<ul style="list-style-type: none"> * Work continues to implement 1:1 devices with Year 11 (and Year 6 in PKAT primaries). *The project is extended to other key exam groups – targeting disadvantaged students * Protocol for students who are isolating is allowing us to offer solutions to any family without connectivity for online learning, either through a loan device or via hard copies of resources. Evidence suggests that a number of students are working on mobile devices, including their phones. 	£50,000			

<p>A: Conduct a survey and focus groups with both staff and students to review the experience of remote learning during lockdown 2020 and improve our plans in response.</p>	<p>* Ensure that we learn from our experience of remote and home learning since March 2020 and improve what we can offer students.</p> <p>* Use this as an opportunity to make home learning more valued by students and an integral part of learning and teaching.</p>	<p>* All students engaged in home learning as part of a flipped learning approach.</p> <p>* Staff workload reduced as we make the best use of materials available online and IT resources.</p>	<p>* Use September staff training days to complete initial survey with staff.</p> <p>* Use Firefly to conduct an online survey with students during September.</p> <p>* Time required for analysis of results and adaptation of learning and teaching as a result.</p>	<p>* KHY to lead and present findings.</p> <p>* KHY to review Learning and Teaching Policies as an outcome.</p> <p><i>* Key questions: How can we turn this situation into an opportunity to value home learning more? How can we improve long-term learning for all students as a result?</i></p>	<p>* Interviews completed and student responses add to the new Remote Learning Guidance Annex for the Home Learning Policy.</p> <p>* Policy shared with both LGBM for approval and with all staff via Firefly and whole staff briefing (11.11.20).</p> <p>* Feedback will also be highlighted during FSM training on 23.11.20.</p>				
<p>A: Train all staff in flipped and blended learning strategies and establish our minimum expectation of this, based on our initial review of lockdown 2020 and information from</p>	<p>* Ensure that all staff are able to use flipped learning and blended resources to best support</p>	<p>* All staff complete training.</p> <p>* All staff engaging with setting flipped</p>	<p>* Train all staff on the PDD (03.09.20).</p> <p>* Revisit the Jack Hunt</p>	<p>* KHY to lead on training.</p> <p>* KHY to review outcomes via</p>	<p>* All staff trained during PDD on 03.09.20.</p> <p>* Additional training at FSM on 23.11.20 to link</p>				

<p>staff, students and parents.</p>	<p>student learning.</p> <p>* Use these approaches to allow students to work at their own pace and when they want and make the best possible use of face-to-face lesson time throughout 2020-21.</p>	<p>learning in advance of lessons and using time in class as effectively as possible to close learning gaps and intervene with individuals.</p>	<p>Lesson Grid in light of training.</p> <p>* Review lessons via the drop-in system, but give staff time for resettling during the first half-term.</p>	<p>drop-in process during 2020-21.</p> <p>* KHY to introduce further training and development as required.</p> <p><i>* Key questions: How can flipped learning support us in closing gaps in learning post-lockdown? How can flipped and blended learning help us prioritise home learning and make the best use of time in lessons? How can we continue to support staff via the drop-in system?</i></p>	<p>with HPL framework and strategies.</p>				
<p>A: Review all curriculum plans to incorporate high quality remote learning</p>	<p>* Make all materials available 24/7</p>	<p>* Curriculum plans</p>	<p>* Adapted curriculum plans in place</p>	<p>* AFD to have oversight and to create whole</p>	<p>* Recovery Roadmaps submitted by all CALs as</p>				

<p>and ensure that all students have access to materials online throughout and that flipped learning is prioritised to make the best possible use of lesson time. In addition, ensure that regular assessments are planned to identify gaps and schemes of work are adapted accordingly.</p>	<p>to allow learners to access resources when best suits them and at their own pace.</p> <p>* In addition, this will ensure that students can revisit learning when they need a recap.</p> <p>* Online materials will ensure that we can move seamlessly to remote learning if this becomes necessary.</p>	<p>reviewed and adapted.</p> <p>* Remote learning addressed in all schemes of work and plans, both for potential lockdown in the future and a renewed focus on flipped learning.</p> <p>* Plans include clear interleaving based on assessment outcomes to ensure that interventions for individual students are timely and effective.</p>	<p>by October half-term.</p> <p>* Reviews undertaken regularly.</p>	<p>school curriculum plan.</p> <p>* CALS to lead on their curriculum plan.</p> <p>* SLT to monitor regularly via line management processes.</p> <p><i>* Key questions: How can we ensure that we are ready for a potential move to online learning? How can we use these processes to improve everyday learning and teaching and address the gaps in learning our students face after lockdown 2020?</i></p>	<p>part of their SEF in Autumn 2020.</p>				
--	--	--	---	--	--	--	--	--	--

<p>A: Ensure that a learning protocol is in place for any students who need to isolate.</p>	<p>* Using materials that are online, staff will be expected to set clear tasks online for any student who has to remain at home.</p>	<p>* Students who have to isolate are well catered for in terms of continuing their learning remotely to allow a seamless return to school.</p>	<p>* Protocol to be tested and in place by the end of September 2020. * Time for preparation of materials and adaptation of teaching strategies to include blended resources.</p>	<p>* HOH/SSO to lead on completion of protocol for students who require isolation. * SLT to monitor via line management. <i>* Key questions: How can we ensure that we are providing appropriate materials for students who have to move to online learning?</i></p>	<p>* Draft protocol tested by Mandela House: 16.09.20 * Draft protocol tested by Main Office team during a response to a positive case and adapted. * Protocol shared with main office, all SSOs and HOH to ensure that this is implemented with all remote learners.</p>				
<p>A: Have additional cover plans* in place for a potential situation in which we cannot run the school due to high levels of staff absence.</p>	<p>* Be prepared for a situation in which we do not have enough staff to safely run the school.</p>	<p>* Clear set of plans prepared, although they will need to be flexible to take account of</p>	<p>* Plans in place by the end of September 2020. * Online resources in use across the school to allow</p>	<p>* CALs to lead on learning plans for their teams. * SLT to monitor each curriculum area regularly via line management</p>	<p>* Plans are in place but have not had to be implemented as yet so have not been fully trialled.</p>				

<p>* Please see Cover Strategies Contingency Plan 2020.</p>	<p>* Ensure that everyone understands the process that we will follow in this eventuality.</p>	<p>local circumstances. * Learning continues for all students.</p>	<p>for remote learning. * Time for planning and resource provision.</p>	<p>process to ensure all prepared. <i>* Key questions: How can we ensure that we are prepared for high staff absence? How can we ensure that students will continue learning even if we cannot hold face-to-face schooling for all year groups?</i></p>					
<p>A: Implement effective diagnostic assessment</p>	<p>Ensure that regular, accurate testing is in place to identify gaps in student learning and then implement strategies to accelerate the necessary</p>	<p>*Investigate the use of GL assessments to accurately benchmark KS3 English, Maths and Science *Train staff in PiXI gaps and growth to add to the existing</p>	<p>* The gaps in students' learning are addressed and accelerated learning takes place</p>	<p>*AFD to lead on GL assessments *CALs to implement gaps and growth *SLT to monitor <i>Key Questions: How do we know where the gaps in students' learning</i></p>	<p>*Regular monitoring at each data point *Interim assessment data</p>	<p>£20,000 (GL assessment package)</p>			

	learning of students.	Diagnosis Therapy Testing model		<i>are and benchmark their progress against national standards.</i>					
A: HPL continues to be prioritised as a framework for linking and generating challenge across the curriculum.	*HPL offers another way to plan more challenging tasks and to encourage students to take responsibility for their own skills development: how to think and how to behave.	<ul style="list-style-type: none"> * Train all staff in HPL VAAs and ACPs and stages model, using version generated by Y7 Curriculum for clarity. * Continue focus on HPL in all Tutor Time materials. * Relaunch HPL website to all staff. * Review HPL provision and encourage 	<ul style="list-style-type: none"> * HPL linked to flipped learning training – Sept 2020. * HPL training for all staff, including the HPL website – Nov 2020. * First drop-ins – Nov 2020. Not linked to PM, so opportunity to experiment and explore HPL potential. 	* KHY, VBN, HSY	*HPL promotes accelerated learning as it facilitates the students to reflect on how they learn and progress more rapidly				

		development via drop-ins.							
EEF Support Strategy B: Targeted Academic Support									
Action	Rationale	Success criteria/ measure	Timescale/ resources/cost	Monitoring Key questions Accountable lead	Evaluation	Cost	RAG Jan 2021	RAG April 2021	RAG Sept 2021
B: Additional hours teaching for both Year 11 and Year 13 from 3.05pm until 4.05pm each evening.	* Ensure that students have additional time to catch-up following lockdown. For Y11 this will involve teaching whilst for Y13 this will involve either teaching time or supported private study in school.	* Clear timetable for teaching sessions for Y11 to ensure parity across curriculum.	* Additional sessions to begin on 14.09.20. * All sessions to be linked to blended online materials that students can also use at home. * Teacher time for both preparation and delivery.	* CALs to lead on planning and organising staff to deliver sessions. * SLT to monitor each curriculum area regularly via line management process to ensure high quality materials and delivery. * <i>Key questions: How can we make the best use of all face-to-face time with students to help them catch</i>	* Additional time successfully deployed throughout the first half-term. Student attendance is good. * Monitoring revealed how tired students were becoming and the challenges they face in focusing on learning for long periods. * Adaptation after October half-term to include study skills sessions delivered to all Y11 and Y13 and time provided for tutoring.	Subsidised government tutoring morning – cost to school 25%			

				<i>up? How will this also move online should individuals or groups need to isolate?</i>					
B: Ensure study skills are explicitly taught to both Year 11 and Year 13 to support them in making the best use of their time this year in preparation for examinations in 2021.	<ul style="list-style-type: none"> * Ensure that students are specifically trained in how to learn best and begin preparations for examinations. * Ensure that teachers are also sent materials to reference in lessons and use as appropriate in flipped learning. 	<ul style="list-style-type: none"> * Include in compulsory timetable to ensure that all students receive training. * Run with groups from each house to allow socially distanced face-to-face sessions. 	<ul style="list-style-type: none"> * Booklet of potential PiXL revision proforma provided for students to trial feedback which they prefer so that we can create personalised materials for individual learners before Christmas. * Printing costs. 	<ul style="list-style-type: none"> * KHY/RBT to lead Year 11 training, LSL leading Year 13. * <i>Key questions: How can we ensure that we are providing appropriate materials for students to engage with revision during this time?</i> 	<ul style="list-style-type: none"> * Training held for all Year 11 and Year 13 students and materials shared with all staff. * Students have had time with their tutors to focus on planning for next year and making relevant applications. 				
EEF Support Strategy C: Wider strategies									

Action	Rationale	Success criteria/ measure	Timescale/ resources/cost	Monitoring Key questions Accountable lead	Evaluation	Cost	RAG Jan 2021	RAG April 2021	RAG Sept 2021
C: Ensure that key groups are still mentored and supported , even though vertical tutoring cannot continue in its usual form. This must include preparing tutors to write UCAS references for Year 13.	<p>* Ensure that students still receive materials that support them during horizontal Tutor Time each day.</p> <p>* Ensure that Year 11 and Year 13 students who have to make applications for September 2021 are well supported and linked with the tutors who will write their references.</p>	* Include time for Year 11 and 13 in compulsory timetable to ensure that all students are involved.	<p>* Provide Tutor Time materials for use with KS3 in the morning and KS4/5 in the afternoons.</p> <p>* Provide time with tutors during the year, initially after October half-term for individual catch-up time.</p>	<p>* HOH to monitor outcomes of tutor time with these key Y11 and Y13 students who have to make plans and applications for 2021.</p> <p><i>* Key questions: How can ensure that students are individually supported in planning for and making applications for post-16/higher education etc? How can we ensure that tutors are equipped to</i></p>	<p>* Students all attended time with their Personal Tutor during the first two weeks after October half-term.</p> <p>* Sessions linked with work taking place in PDE time to prepare students for application writing, etc.</p> <p>* HOH following up to intervene as required.</p> <p>* Further time is required to continue to support key examination groups via mentoring and links with their tutors after Christmas.</p>	Teach First Mentor Programme – subsidised cost			

				<i>write references for their tutees?</i>					
C: Implement a programme to support student wellbeing	<p>* Ensure that students still receive materials that support them during horizontal Tutor Time each day.</p> <p>*Focus materials on well being and mental health</p> <p>*Investigate and implement the KS3 PASS survey to assess student well being</p>	<p>* Student mental health is supported</p> <p>*Personalised support is provided for those students that require it via SSOs and HofH</p>	<p>* Provide Tutor Time and assembly materials for use with KS3 in the morning and KS4/5 in the afternoons.</p> <p>* PASS via GL assessments</p>	<p>* HOH to monitor outcomes of tutor time with students and collate information from personal tutor contact with home.</p> <p>*AFD to investigate and lead on PASS</p> <p><i>* Key questions: How can ensure that students are individually supported with their well being and mental health</i></p>	<p>* Students and parents all contacted by personal tutors throughout each term and actions recorded and monitored by HofH</p> <p>* HOH following up to intervene as required.</p>	£20,000 (GL assessment package)			
C: Utilise the STEPs programme with 'peak of the triangle' students	*Support the students with most challenging behaviour	* Students are supported to adapt their behaviour and	* Begin to implement from September,	* HOH to monitor outcomes of intervention and	* Students' behaviour is monitored and the success of the STEPs programme evaluated.	*Cost of Sam Ruddock			

	issues across each year group	engage in learning	each House to trial *Steps behaviour training and resources	collate information *KCE, GCE and TPS lead on training and intervention <i>* Key questions: How can ensure that students are individually supported with their well being and mental health</i> <i>*How can we ensure the students' behaviour enables them to learn effectively</i>	* HOH following and adapt strategies as required.	mentoring programme			
--	-------------------------------	--------------------	--	--	---	---------------------	--	--	--