

St Laurence School aims to ensure no student's progress or well-being is negatively impacted by the extended period of school closure due to COVID-19. This plan aims to address academic and pastoral gaps that exist due to school closure through:

- Identifying pupils with larger than expected gaps in knowledge, skills and learning behaviours
- Implementing a personal approach to teaching, learning and intervention across all year groups, subjects and transition points to close any gaps

Addressing Aim 1:

How will students be identified for support?

Current Year 7

- Concerns raised through transition meetings highlighted concerns around students' progress and well-being
- Cognitive ability tests (CATs), KS2 teacher assessment and Year 7 teacher recommendation identified students who would benefit from additional support in English and Mathematics (starting November 2020)

Current Year 8 – Year 11

- During school closure, information on students who submitted Key Learning Tasks in the different subjects was collated centrally
- Current Year 11 students received face to face meetings with their tutor in the summer term and current Year 8, Year 9 and Year 10 students were contacted at different points by the pastoral team and their tutor via the telephone
- Information on students' attitude to learning and progress as identified by reporting cycle

General

- Tutor/teacher raises any relevant concern to pastoral team/Safeguarding team for further intervention

Addressing Aim 2:

What opportunities will be made available to students who require a personal approach to teaching, learning and intervention?

Intent	Implementation	Planned Impact and Ideal Outcomes ¹	Evaluation of Impact and final cost
<p>Address any curriculum knowledge and skills gaps created by extended school closure</p>	<p>Curriculum areas will review their sequencing following lockdown and restructure as necessary to ensure key knowledge/skills have been covered before delivering new content.</p> <p><i>(Heads of Department)</i></p>	<p>All pupils to return to school and make progress in line or above pre-lockdown expectations. Success criteria:</p> <ul style="list-style-type: none"> ▪ Updated Schemes of Work in place ▪ Report data shows 75% of students reach their end of year progress point 	<p>Year 11 Term 2 report showed Predicted Grades Attainment 8 is above Indicator Grades (54.86 PG compared with 54.16).</p> <p>Students with 5 x 9-5 & 9-4 inc En & Ma are also increasing. Some concern over PP gap in English and Maths. PP attainment improved and above 9-4 target.</p> <p>TAGs showed Attainment 8 is above Indicator Grades (57.07 compared with 54.16).</p>
	<p>All Year 7 students take CATs in Term1</p> <p><i>(KR and Exams team)</i></p>	<p>Teachers are able to make use of the data to support lesson planning and appropriate intervention can be deployed in English and Maths</p>	<p>£4,000</p> <p>28 students identified for Catch-Up English and Maths.</p> <p>All Students have been issued with an End of Key Stage Indicator.</p>
	<p>Additional lessons in Year 7 for English (x2) and Maths (x1) a fortnight for students identified as not being at expected level by end of KS2 from CATs and KS2 data</p> <p><i>(CJD, KR, EA and Core)</i></p>	<p>90% of cohort achieve their end of year progress point in English and Maths</p> <p><i>(EEF Covid-19, 2020, EEF +4 months)</i></p>	<p>This cost will come out of existing budgets.</p> <p>Based on End of Year: 96% reached/exceeded their End of Year expectation in Maths</p>

¹ <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/>

			96% reached/exceeded their End of Year expectation in English
Introduction of Literacy catch-up for Year 7 students <i>(LSR and ALW)</i>	<i>(EEF Covid-19, 2020, EEF +4 months)</i>		
Additional lessons in Year 8 for English (x1), Maths (x1) and Science (x1) a fortnight for students identified as not being at expected level by start of Year 9 from teacher assessment <i>(CJD, KR, EA and Core)</i>	90% of cohort achieve their end of year progress point in English, Maths and Science <i>(EEF Covid-19, 2020, EEF +4 months)</i>	This cost will come out of existing budgets. 16 students have been identified as needing additional English / Maths / Science intervention Based on End of Year: 81% reached/exceeded their End of Year expectation in Maths 100% reached/exceeded their End of Year expectation in Science 100% reached/exceeded their End of Year expectation in English	
Additional lessons in Year 11 for English (x2) or Maths (x2) fortnight for targeted students as recommended by class teacher <i>(CJD, THN, EA and Core)</i>	50% of cohort achieve their GCSE Indicator Grade in English and Maths <i>(EEF Covid-19, 2020, EEF +4 months)</i>	This cost will come out of existing budgets. Based on TAGs: 62% reached/exceeded their Indicator Grade in Maths 59% reached/exceeded their Indicator Grade in English	

	<p>Opportunities for targeted 1:1 intervention in English (with LDV, from January 2021) and Maths (with SRS, from April 2021)</p> <p><i>(JCW and JMD)</i></p>	<p>50% of cohort to maintain progress made in mock examinations <i>(EEF Covid-19, 2020, EEF +4 months)</i></p>	<p>£1,140</p> <p>Based on TAGs: 50% of students maintained their mock exam grade and 25% improved</p>
	<p>Focus on mastery of learning and retrieval practice to support students with exam preparation</p> <p><i>(THN)</i></p>	<p><i>(EEF Covid-19, 2020, EEF +5 months)</i></p>	<p>Students have had regularly termly briefings on the topics of retrieval and spaced learning. This has been shared with parents on a termly basis as well. Resources for the Y10 and 11 mock exams included detailed information about these and best examples of revision strategies to reinforce these. Homework was set on the launch of GCSEPod asking students to watch some of the study skills Pods which 256/449 of students in Y10 and 11 watched alongside a short 5 question quiz where the average score was 86%</p>
<p>Ensure all students have access to ICT to support with remote learning</p>	<p>Conduct parent/carer survey and identify students who require additional support with ICT equipment or broadband</p> <p><i>(LLM)</i></p>		<p>ICT equipment was provided on an individual basis to families following the survey – we used surplus equipment during closure for this so there was no cost implication</p>
<p>Involve students and parents/carers in learning and progress</p>	<p>Include an additional data collection/progress point for Year 7 and Year 9 students (January 2021)</p> <p><i>(CJD and KR)</i></p>	<p>Increased amount of information given to parents/carers compared with 2019/20 to allow for improved transition (Y7) and GCSE option choices (Y9)</p>	<p>£250 administration</p> <p>The creation of a permanent progress report in Y7 was needed. In previous years, students/parents did not gain a progress report until full reports in T6. This has provided more transparent communications with home and more meaningful subject consultation</p>

		meetings. Able to track students and use data for intervention groups. The Y9 T3 report will also continue to provide further support to parents/students and teachers when choosing GCSE options.
Online resources created for parents/carers to understand how they can support their child during Key Stage 4 (THN)	Increased amount of information given to parents/carers compared with 2019/20 50% of parents have viewed videos/information Positive feedback from parental survey demonstrates use of the advice (EEF Covid-19, 2020, EEF +3 months)	Approximately, 50% of Yr10/11 parents who have logins to ClassCharts read announcements pertaining to student support with studies. Engagement with Loom videos offering supportive strategies varies in levels of engagement. In Yr10 this ranges from 70 to 105 (although one video on GCSEPod received 285 views from both parents and students). In Yr11 this ranges from 33 to 144 parental views.
Inclusion of an additional Year 11 Progress Review for parents/carers and students in October 2020 (CJD and THN)	At least 85% of parents/carers attend the additional Progress Review Positive feedback from parents/carers on the online format (EEF Covid-19, 2020, EEF +3 months)	£500 cost for the software package Both subject evenings in Yr11 have been affected by technical issues from the provider which has affected attendance numbers. 08/10/20: 91.6% attendance and 1.8% absent (6.7% unknown due to technical issues). 94% PP attendance. We know 12 students who attend school regularly didn't make any appointments meaning the likely attendance is 94%. 14/01/21: 75.4% attendance and 24.5% unknown. 76.4% attendance of PP students. We know 20 students who attend school regularly didn't make any

			appointments meaning the likely attendance is 91%
Support students with exam preparation for GCSEs in 2021, 2022 and 2023 exam series	Purchase of GCSE Pod on for use until June 2023 <i>(CJD and THN)</i>	At least 75% of students watch ten GCSE Pods per month 100% of KS4 students will have logged in Positive feedback from all stakeholders (staff, parents/carers, students) Visible impact in terms of progress data and final GCSE grades achieved <i>(EEF Covid-19, 2020, EEF +5 months)</i>	£9,896 for a 2.5-year licence 10,000 pods watched by the end of February. 20,500 pods watched by the end of June. 97% of Y10 & 11 have registered and logged into GCSEPod. Out of the 11 who have not, one joined since launch and five do not attend St L.
Opportunities for 1:1 coaching with key staff	<u>Phase 1 (January 2021)</u> Opportunities for support staff to work 1:1 with Year 11 students in tutorial and using MS Teams for after-school <i>(CJD and THN)</i>	Improvement in students' Learning Profiles between data collections and average grades <i>(EEF Covid-19, 2020, EEF +0 months)</i>	26 students in Year 11 received progress coaching and of these 35% showed an improved LP across the report cycles (most recent data T2). 62% showed an improvement in their grades across the year.
Opportunities for 1:1 tutoring with key staff	<u>Phase 2 (TBC)</u> <i>(CJD, KR and THN)</i>	Improvement in students' Learning Profiles between data collections and average grades <i>(EEF Covid-19, 2020, EEF +5 months)</i>	In Year 11, four students received small group intervention with an English teacher <i>75% of students stayed at the current working grade or improved</i>
Opportunities with tutoring with National Tutoring Programme	<u>Phase 1 (January 2021)</u> Invite 18 Year 11 students to 3:1 coaching in Maths and 18 Year 11 students for 3:1 coaching in English <i>(CJD, JCW and JMD)</i>	Support with closing any gaps in knowledge and improvement in progress/Predicted Grade £3,600 Tute + £200 ICT equipment <i>(EEF Covid-19, 2020, EEF +4 months)</i> £5,600 Tute	£3,600 for NTP lessons 36 students started on the English/Maths intervention in January for Phase 1. <i>English: 54% improved since mock grade</i> <i>Maths: 92% improved since mock grade</i>

	<p><u>Phase 2 (February 2021)</u></p> <p>Extend to non-core and options subjects for Year 11 (CJD and HoDs)</p>	<p>Students offered a range of subjects in small groups (12:1 ratio) with key topics identified by HoD so that they can improve on misconceptions/lost learning in preparation for final assessments</p> <p>(EEF Covid-19, 2020, EEF +4 months)</p>	<p>£4,320 for lessons</p> <p>128 bookings made for the additional Tute lessons across a variety of subjects:</p> <p>Geography: 90% improved since mock grade</p> <p>History: 50% improved since mock grade</p> <p>RE: 77% improved since mock grade</p> <p>Business: 67% improved since mock grade</p> <p>Double Science: 86% improved since mock grade</p> <p>Triple Science: 79% improved since mock grade</p>
	<p><u>Phase 3 (April 2021)</u></p> <p>Roll out to Years 8 and 9</p>	<p>Students offered a range of subjects in small groups (12:1 ratio) with key topics identified by HoD so that they can ensure that they are ready for the next school year (Y9/Y10)</p> <p>(EEF Covid-19, 2020, EEF +4 months)</p>	<p>£8,000</p> <p>102 Y9 and 62 Y8 bookings made for the additional Tute lessons across a variety of subjects (Geography, History, Maths, English, Science, French and German)</p>
	<p><u>Phase 4 (September 2021)</u></p> <p>Roll out to Years 7-11</p>	<p>TBC</p> <p>Approx £10,000</p> <p>(EEF Covid-19, 2020, EEF +4 months)</p>	<p>Cost TBC</p>
<p>Opportunities with tutoring with in-house Tutoring</p>	<p><u>September 2021</u></p> <p>8 lessons of overstaffing in English, Maths and Science to provide flexible intervention and targeted support</p>	<p>Teachers will be deployed to support students in lesson time (when taught as Y9-11 year groups) and after-school sessions based on identified need and as directed by HoD</p> <p>£25,000</p> <p>(EEF Covid-19, 2020, EEF +4 months)</p>	<p>£24,000</p>

Administrative support with NTP	Re-grade EOD's ILC admin support role with effect from January 2021	Approx. £3,000 increase in salary	£4,320 for salary regrade
Administrative support with intervention	<u>September 2021</u> Re-grading of role within existing staff to provide mentoring and support with delivering whole-school intervention programme	Approx. £6,000 increase in salary	Cost TBC
Enhanced CEIAG provision	Prioritisation of key students for careers appointments based on: <ul style="list-style-type: none"> ▪ work completed during ▪ known vulnerable students ▪ progress seen on report data 	No student becomes NEET at end of Year 11 <i>(EEF Covid-19, 2020, EEF +0 months)</i>	Students' appointments have continued during Lockdown using remote sessions with Adviza. 88 additional appointment were offered and 19% of these were Pupil Premium students.
Transition programme	<u>September 2021</u> Bespoke learning package for a small group of Y7 students who will join us in September A focus on embedding core skills and ensuring that they are <i>secondary-school ready</i> Lessons will be delivered on Fridays in small group by an experienced and qualified primary school teacher.	Students have a successful start to secondary school and feel positive about the transition Address any gaps in learning from Year 6 Improve attendance and support with SEND needs Approx. £4,000 <i>(EEF Covid-19, 2020, EEF +4 months)</i>	£4,000
Resources	A range of resources to support catch-up learning in more practical subjects that have not benefitted from Tute/GCSE Pod	Approx. £3,000	£4,193.61 DT £320 Music £828.32 Art £259.17 Business £111.37

			Drama £473.21 Dance £240 Maths £1446.59 Science £514.95
--	--	--	--

