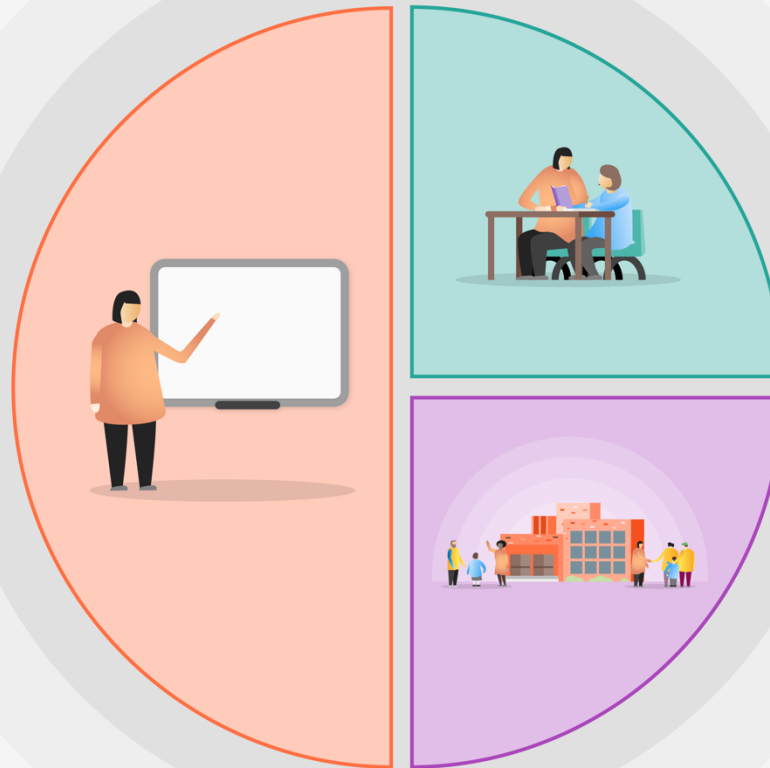


1 Teaching

- Department knowledge gap testing and recovery action plan.
- Blended learning approach continuation.
- CPD research led whole school focus using Rosenshine & Metacognition principles
- Curriculum whole school review
- Whole school focus on tier 2 and 3 subject specific vocabulary using Bedrock.
- Review of current literacy strategy and whole school best practice.
- Assessment whole school review
- Research lead – new post to support CPD and pedagogy.
- Therapeutic thinking whole school approach.
- Identification of under achieving students and next steps through the “achievement for all” working group.



2 Targeted academic support

- National Tutoring Programme
- ESCC maths & English online sessions.
- Keep up after school subject interventions
- Easter holiday Keep up subject interventions
- Literacy whole school strategy
- Targeted academic mentoring
- Small group targeted intervention in maths & English with HLTA.

3 Wider strategies

- Attendance consultation lead
- Educational resources – books and revision guides
- Working class boys research led focus group
- Laptops for all year 10 – 13 students.
- Action your potential – Andrew Wright
- Forest schools/nurture provision
- Motivational speakers

HCC COVID-19 CATCH UP PREMIUM PLAN

FOCUS AREA OF SPEND



Hailsham Community College Intervention Plan 2020-21

This plan is an extension of existing interventions that are planned every year to support targeted students at risk of under achieving.

During the Covid-19 pandemic engagement of student's work was monitored closely during the restricted opening of the College from March-July 2020 and January 2021-March 2021. During this period our most vulnerable learners and students with an EHCP or social worker were strongly encouraged to attend onsite provision.

Rationale

Quality first teaching is the most important wave 1 intervention that takes place in normal lessons. Teachers use assessment data to guide decisions on teaching and learning.

Wave 2 targeted small group additional intervention is targeted at students at risk of under achieving. Key focus is on Y10 and Y11 due to these year groups potentially being most effected by Covid-19 school restrictions, to support preparation for GCSE examinations. KS3 focus is targeted around literacy and language interventions.

1. Teaching

a. Department knowledge gap testing and recovery action plan

Subject department leads have completed a variety of low stakes testing to establish any knowledge gaps. Data has been used to design individual department recovery action plans.

Review process

Progress to be monitored by formative and summative assessments in class, recorded by using college tracking periods.

HCC COVID-19 CATCH UP PREMIUM PLAN

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b. Blended learning approach continuation.

Due to the nature of the Covid-19 pandemic and potential for students/staff to be required to self-isolate a blended learning approach will continue particularly around home learning. This approach allows student flexibility and enables additional opportunities for students to embed learning.

Review process

Progress to be monitored by formative and summative assessments in class, recorded by using college tracking periods.

c. CPD research led whole school focus using Rosenshine & Metacognition principles

Whole school approach to CPD to support quality first teaching using research led practice. INSET days, staff briefings, twilight and whole school teaching and learning sessions to embed key principles and opportunities for staff to reflect.

Review process

Progress to be monitored in a range of areas; fortnightly department meetings, teaching and learning walks, CPD focus incorporated into staff appraisal process and formative and summative assessments in class, recorded by using college tracking periods.

d. Curriculum framework whole school review

As a whole college we are reviewing our curriculum framework for KS3 and KS4 to ensure it is fit for purpose and includes the knowledge and skills at each stage with a clear sequence of lessons focusing on intent, implementation and impact.

Review process

Directors of Learners to present plans to strategic leaders. Student progress to be monitored using college tracking periods.

e. Whole school focus on tier 2 and 3 subject specific vocabulary using Bedrock.

Whole school approach using Bedrock online learning platform in subject areas in KS3 and KS4 targeted key vocabulary to support ambition in student's learning.

Review process

Bedrock provides individual student engagement and progress to be monitored by Literacy Lead and shared outcomes with whole school.

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f. Assessment whole school review

The college is evaluating the assessment process and reporting framework at secondary to provide a clear overview of student progress, particularly at KS3 to improve early identification of a range of targeted support approaches.

Review process

Parental feedback focus group, parents evening and Achievement for All working group.

g. Research lead – new post

To support ongoing CPD and pedagogy a Research Lead post will be created to lead on the latest research around teaching and learning best practice. This will be shared in staff INSET days, Twilight sessions and staff briefings, with a focus centred on curriculum implementation and Rosenshine principles to support teaching and learning.

Review process

Teaching and learning walks and CPD focus incorporated into staff appraisal process.

h. Therapeutic thinking whole school approach

Initial staff training of Therapeutic Thinking to be shared and implemented September 2021 as a whole school approach. Focus is on how all children and young people are to be supported, particularly in terms of emotional wellbeing and mental health, as well as to develop an understanding of how to respond to students who may be communicating through concerning behaviours.

Review process

Improvement in attendance and behaviours for learning and a reduction in the number of Fixed Term Exclusions.

i. Identification of under achieving students and next steps through the achievement for all working group.

Fortnightly meetings to discuss tracking data/progress outcomes for secondary students, looking at patterns and identifying any potential CPD for staff or early intervention of a range of targeted support approaches.

Review process

Assess, plan, do, review process for individual and/or group targeted interventions.

HCC COVID-19 CATCH UP PREMIUM PLAN

FOCUS AREA OF SPEND

2. Targeted Academic Support

a. National Tutoring Programme (NTP)

Government coronavirus catch up package of additional support provided to schools to help disadvantaged students affected by school closures. Schools are able to access subsidised tutoring from an approved list of tuition partners to provide intensive support to improve outcomes. Twice weekly 60 min sessions in no more than 1:3 teacher: student ratio.

Review process

NTP to complete entry and exit data to monitor impact.

b. ESCC maths & English online sessions (School online)

60 minutes of on-line teaching per week to “reinforce the work done in school”.

Review process

East Sussex will provide a breakdown of students using “At School Online”.

c. Keep up after school subject interventions for year 10-13

Keep Up sessions led by HCC subject specialisms teaching staff in a range of subjects after school for targeted students.

Review process

Progress to be monitored by formative and summative assessments in class, recorded by using college tracking periods and centre assessed grades for year 11 students.

d. Easter holiday Keep up subject interventions

Easter sessions led by HCC subject specialisms teaching staff in a range of subjects after school for targeted students.

Review process

Progress to be monitored by formative and summative assessments in class, recorded by using college tracking periods and centre assessed grades for year 11 students.

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e. Literacy whole school strategy

A whole school focus around implementation of targeted interventions to support progress and impact targeted students identified below average standardised score in reading, writing and communication and/or chronological reading age.

Review process

Accelerated Reader Tests results, Lexia progress and assess, plan, do and review process for targeted individual and/or group interventions.

f. Targeted academic mentoring

Pupil Premium coaches to monitor and identify students to receive 1-1 academic mentoring and emotional and well being support along with discussions with parents. Targets set and reviewed twice termly.

Review process

Assess, plan, do and review process for individual students using SMART targets.

g. Small group targeted intervention in maths & English.

Higher Level Teaching Assistants (HLTA) to support in key classrooms and/or provide small group targeted interventions working alongside classroom teacher to target key areas of need.

Review process

Progress to be monitored by formative and summative assessments in class, recorded by using college tracking periods.

3. Wider Strategies

• Attendance consultation lead

Attendance consultants to work with students and families with attendance below 90%

Review process

Improved attendance

HCC COVID-19 CATCH UP PREMIUM PLAN

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- **Educational resources – books and revision guides**
All year 10 & 11 students to receive relevant books and revision guides to support learning.
- **Working class boys research led focus group**
Focus group looking at best practice and key research using the ESCC tool kit to support and improve academic engagement and outcomes.

Review process

Progress to be monitored by formative and summative assessments in class, recorded by using college tracking periods. In addition, Directors of Learners to have appraisal target focus.

- **Laptops for all year 10 – 13 students**
Following blended learning approach during lockdown process due to Covid-19 a number of students did not have appropriate equipment to support independent learning. Trial for all students in year 10-13 to be able to purchase or enter loan agreement for laptop.

Review process

Reduction in behaviour points for home learning concerns. Student/parent feedback.

- **Action your potential – Andrew Wright**
Termly targets around the 12 rocks of well-being, motivation, and revision skills. To include, virtual sessions for parents/students, assemblies, and targeted group work.

Review process

Student/parent feedback, reduction in exam anxiety.

- **Forest schools/nurture provision**
Training to be provided for 3 staff members from Aspire, ASD facility and Learning Hub to enable well being intervention for targeted students based on key principles of Forest Schools/nurture provision.

Review process

Reduction in behaviour points for targeted students and increased general well-being. Use of Boxhall profile entry and exit to measure impact.

HCC COVID-19 CATCH UP PREMIUM PLAN

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- **Motivational speakers**

Due to lockdown following Covid-19, concerns raised around motivation and engagement of students. Target groups to be supported by external motivational speakers to support focus and work alongside KS3/KS4 Leads and Pupil Premium Coaches.

Review process

Reduction in behaviour points for key students, improved engagement and academic attainment from tracking reporting.

Total intervention costs

| Intervention | Approximate costing |
|---|----------------------------|
| National Tutoring Programme | £30,000 |
| Bedrock | £3000 |
| Accelerated Reader Testing | £3000 |
| Research Lead | £4500 |
| Easter “Keep Up” intervention | £5000 |
| Attendance Lead (part funded by pupil premium) | £10,000 |
| Educational resources – reading books | £2000 |
| Motivational speakers | £1000 |
| Lexia & literacy intervention | £3000 |
| Century online maths, English & Science intervention (Sixth Form) | £3000 |
| Literacy Trust intervention | £2000 |
| Laptops year 10/11 students | £15,000 |
| Total | £81,500 |