Bradfields Academy Catch-Up Strategy 2020-21

Review Date	March 2021	Next Review	April 2021 Term 5
Context	The Bradfields Academy Catch-Up strategy is targeted at the whole provision, including all students, subjects and qualifications with equal importance. The entire staff team at Bradfields along with the students and their families are fully committed to ensuring that the partial school closures and enforced absences have a minimal impact on the students' learning and well-being. The strategy is underpinned by both internal and external professional advice, and aims to ensure that every member of the Bradfields community regardless of their particular circumstance, receives the education, opportunities and outcomes they deserve. The strategy will be supported by investing time and finances on strategies that have proven successful in supporting students with similar profiles to those at Bradfields.		

Focus Areas	
A	To provide strategies that identify and reduce gaps in knowledge due to enforced absences.
B	To identify issues with students well-being and provide support in enabling the students to have a positive view of themselves and their abilities following extended periods of enforced absence.
C	To continue to develop the remote education provision to ensure that students receive high quality education during any further enforced periods of absence.
D	To further develop the resources and structures initially acquired for remote education so that they can enhance all learning throughout the academy.

Desired Outcomes and Success Criteria		
	Desired Outcomes	Success Criteria
A	- Rapid identification of all gaps in student knowledge due to enforced closures. - Strategies in place, in all subjects and courses, to reduce the identified gaps. - All courses following modified curricula designed to teach the most essential areas of the subject.	- Department Reviews/Monitoring identify strategies and outcomes regarding identification and supporting gaps in knowledge. - All students demonstrating at least expected progress in all courses by the summer data drop.
B	- Students feel confident in attending the academy. - Students show a positive attitude and a desire to do well. - Students understand what support is available and where to access it. - Students have a good level of well-being.	- Staff report a good level of well-being in their tutor groups and lessons. - Behaviour incidents remain low. - Students who access formal therapy progress their SDQ scores. - Academy attendance remains above that of the national average for special schools by at least 3% and no more than 2% lower than the national average for mainstream schools.
C	- All students have access to remote education regardless of the medium it is delivered through. - All subject areas have resources that will allow students to learn remotely. This can be through: - Office 365 - SeeSaw - Paper Based Materials. - Subject Leads will have incorporated an evaluation of remote education as part of their monitoring and review processes. - Good practice shared between staff and departments.	- All staff have read and implemented the academy's Remote Learning Policy. - The academy has sufficient resources and structures in place to loan students the necessary equipment to access remote education. - All students, unless prohibited by their diagnosis, access remote education during periods of absence. - Department reviews contain analysis of the remote education process.

D	• Materials developed for remote education, where appropriate, are used to enhance the day to day learning in the academy.
	• Resources are used to support students develop their independent learning skills. For example:
	    o Instructional videos are used, allowing students to watch them and review them at their own pace.
	    o Instructional videos are used across subject areas to reinforce repeated skills such as methods of calculation between maths and science, answering questions that say describe etc.
	• Good practice shared between staff and departments.
		• The academy infra-structure is future proofed to allow the best use of available technology to support well-being and academic progress.
		• Resources in place, constantly reviewed and developed.
		• Staff discussing successes and difficulties through the academy Q&A forum.

Income and Planned Expenditure 2020 - 2021		
Income		
1st Instalment		£25 720.00
2nd Instalment		£19 080.00
3rd Instalment (expected in the summer)		£31 520.00
Total Catch-Up Funding		£76 320.00
Expenditure		
Item	Rationale	Spend (£)
Maths and English IXL	Previously supported by the Catch-Up funding this has proven to increase student engagement with maths and English from their homes.	
Maths Shed	An additional maths online learning package with resources that are compatible with SeeSaw	

Oxford Reading Buddy	Previously supported by the Catch-Up funding this has proven to increase student engagement with reading and literacy.	
Times Tables Rock Stars		
SeeSaw Licences	SeeSaw was identified as a suitable tool to deliver remote learning to some of the groups in the academy. During the process of remote learning it was decided to extend the licences as some members of our C groups found it to be more accessible than Microsoft Teams.	
WebCams/Visualisers	Enabling live lessons to be delivered from more areas of the academy. Also allowing staff to provide pre-recorded materials to support remote learning and independent learning in the academy.	
Science Tutorial Sessions	To provide catch-up opportunities in science.	
Maths Tutorial Sessions	To provide catch-up opportunities in maths.	
English Tutorial Sessions	To provide catch-up opportunities in English.	
Additional Laptops	Despite the DfE and Medway schemes further need for laptops so that students could access remote learning was identified.	
WiFi Upgrade	Current WiFi has been identified as outdated. Areas of the academy do not receive good enough signal to maintain a live lesson. The academy is also due to expand in September and the current system will not support the increase smoothly.	
Creation Stations	Prior to lockdown a wellbeing art strategy had been agreed. With the impact of lockdown	

	impacting more widely on mental health and well-being this project to be extended to allow access for all students.	
Art Wellbeing Resources	As above	
Therapy Mobile Equipment	To support the further development of the therapeutic provision as they move into new accommodation and are currently supporting an increased number of students.	
Safe Space Boxes	Safe Spaces are to be re-instigated but need equipment in the boxes that can be used within the current advice framework.	
Intervention IPADS	Three IPAD for sole use with English intervention groups.	
Monster Phonics	An online package to aid in the teaching and independent learning of phonics.	

Impact Statement
The spend and impact details will be updated at the end of the academic year and published in September following ratification by the Board of Trustees.

Rationale					
Desired Outcome	Approach	Actions	Monitoring	Lead	Review
The academy identifies effective strategies and funds these as necessary	The Senior Leadership Team research published strategies and guidance along with liaising with professionals both internally and externally. The Middle Leadership Team review their areas of responsibility and feedback to Senior Leaders and an agreed approach will be determined. Liaison with other professionals and stakeholders occurs at all levels and feedback given to Senior Leaders to help inform planning.	Plans put in place to: • Ensure a safe return to the academy for all concerned. • Identify students that have gaps that need closing due to enforced absence. • Identify students that need support with their mental health and wellbeing. • Identify training for staff and students about further access and use of remote learning. • Identify training for staff to further use the improved resources to enhance their everyday lessons.	• Plans and proposals monitored at weekly SLT meetings. • Subject plans monitored at Department meetings and as part of the ongoing review process. • Pastoral Plans monitored at Pastoral meetings and as part of the ongoing review process. • Wellbeing plans also monitored at the Wider Pastoral Team Meetings.	SLT, MLT (SLs and ESLs)	End of Term 4

Diagnostics and Analysis

Desired Outcome	Approach	Actions	Monitoring	Lead	Review
The academy implements an identification process through appropriate means for each subject area and department. This is in addition to the ongoing usual assessment processes.	Subject Leads will implement appropriate strategies and methods to best identify gaps in their subject areas. SLT will hold regular conversations with the Subject Lead of the area of their responsibility and suggestions or issues will be discussed at weekly SLT meetings. ESLs with their tutor team will identify any students that require emotional and wellbeing support. These students will be passed to the Wider Pastoral Team and will be discussed at the WPT regular meetings to offer strategies.	• Appropriate formal or informal methods employed to identify gaps. • SLT to liaise with their nominated Subject Leads and provide feedback to SLT Meetings. • SLT to plan and have final decision on interventions on offer following value for money considerations. • Department Reviews and monitoring will reflect discoveries • Community Reviews and monitoring will reflect discoveries around mental health and wellbeing.	• Interventions monitored to assess impact on students and/or families. • Department/Community Reviews and Subject Lead/ESL monitoring will provide evaluations of the processes.	SLT, MLT (SLs and ESLs), Wider Pastoral Team	End of Term 4

Recovery Curriculum

Desired Outcome	Approach	Actions	Monitoring	Lead	Review
Students receive a curriculum that takes into account lost learning due to the enforced absences. Students receive support to become resilient and have positive mental health and wellbeing. Staff and students will be supported through this year's examination process. The academy is ten years future proofed in the ability to deliver remote	A modified curriculum for each subject area will planned and implemented. Suggested strategies will be considered, assessed and implemented as agreed. Additional, appropriate online interventions to be used that support cohort's needs Liaison with all examination boards to establish requirements. Regular discussion around student and staff well-being. Review and priority update of the Academy ICT	• Subject Leads to review and modify their curricula to ensure essential coverage • Review of available and offered interventions and strategies. • Review of existing and available online packages to establish if fit for purpose. • Examination requirements for all boards and qualifications to be established and communicated with Subject Leads. • Well-being action planning to be undertaken and reviewed at Wider Pastoral Team for students and Wellbeing Champion Meetings for staff. • Delivered training on Office 365 and Teams • Regular CPD to develop skills with existing digital packages. O365 and SeeSaw.	• Subject leads have rigorous monitoring regime in place, carried out with a link member of SLT. • PSHCE Subject Lead put together and shared a pastoral recovery curriculum. • Examinations officer to oversee and monitor all stages for examination groups. This will require working with Subject Leads, Quality Nominees, Internal Verifiers and teachers. • Wider Pastoral Team to meet regularly to discuss student return and to identify any concerns. Minutes of meeting to be reviewed in SLT KIT and appropriate interventions implemented. • Evaluations of Training and CPD sessions • Student participation in remote learning to be recorded by the teacher. • Digital devices to be logged and tracked. • Updated policies on the website and reviewed by the Board of Trustees.	SLT, MLT (SLs and ESLs)Exams Officer, IVs, QNs, Teachers, ICT Technicians, Wider Pastoral Team, Wellbeing Champions	End of Term 5

| education to students in the event of further enforced closures. | Development plan. | Computing curriculum adapted to ensure all students knew how to use Office 365 and Teams. Digital devices requested from DfE. Policies updated to reflect digital remote learning. Microphones and webcams purchased to allow increased live lessons. Review of available digital packages that will support the remote learning and classroom learning. Identification of priority development in ICT development plan to ensure future proofing against expansion and development. | Successes of remote learning shared regularly at SLT and MLT meetings. ICT technicians to liaise with Business Manager (SLT) over implementation of development plan. | | |