



Covid Catch Up Review 2020 to 2021

The DfE has allocated £650 million to be spent on ensuring all pupils have the chance to catch up and supporting schools to enable them to do so.

Whilst headteachers will decide how the money is spent, the Education Endowment Foundation has published guidance on effective interventions to support schools. For pupils with complex needs, schools should spend this funding on catch-up support to address their individual needs. There is also an allocation of £350 million for a National Tutoring Programme, intended to deliver proven and successful tuition to the most disadvantaged and vulnerable young people.

The DfE has also set out the following Curriculum Expectations:

- **Ensure that all pupils – particularly disadvantaged, SEND and vulnerable pupils – are given the catch-up support needed** to make substantial progress by the end of the academic year.
- **Education is not optional.** All pupils receive a **high-quality education** that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.
- **The curriculum remains broad and ambitious.**

All pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment.

Remote education

DfE asks that schools meet the following key expectations:

- Teach an **ambitious and broad curriculum** in all subjects from the start of the autumn term but make use of existing flexibilities to create time to cover the most important missed content. In particular, schools may **consider how all subjects can contribute to the filling of gaps** in core knowledge, for example through an emphasis on reading.

- Aim to return to the school's **normal curriculum in all subjects by summer term 2021**.
- Plan on the basis of the **educational needs of pupils**. Curriculum planning should be informed by an **assessment of pupils' starting points** and addressing the gaps in their knowledge and skills.
- Develop **remote education** so that it is **integrated into school curriculum planning**.

Ofsted will conduct interim visits to schools between 28 September and December 2020 and will discuss with school leaders how they are ensuring that pupils resume learning the school's curriculum, including contingency planning for the use of remote education and the use of catch-up funding.

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	1035 including Post 16	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£74,320		

STRATEGY STATEMENT

The main aim of our strategy is to reduce the attainment gap between our disadvantaged students and their peers and to raise the attainment of all students to close the gap created by COVID-19 school closures. We aim to do this by delivering exceptional learning experiences for all whether they are in school or are working from home; whether teaching is face to face in the classroom or is through live teaching online.

Sir Thomas Wharton Academy key catch up priorities include:

- A focus on catching up any lost learning due to National lockdown or bubble closures in the Academy
- Closing the gap between disadvantaged and non-disadvantaged students
- Closing the gap between SEND and non-SEND students with specific focus on those with Social, Emotional, Mental Health needs
- Closing the gap between attainment and progress of boys and girls in certain year groups
- Ensuring higher ability students continue to access high challenge in order to achieve the highest grades
- A focus on the development of reading across Key Stage 3

Sir Thomas Wharton Academy has set out how we will **allocate the additional funding** to **support curriculum recovery** this academic year based on the **EEF guidance of a 3-tiered* approach**:

Three- tiered approach	Strategies
Teaching	<ul style="list-style-type: none">• High-quality teaching for all whether in school or from home• Effective diagnostic assessment• Planning for and implementation of effective, high quality remote learning with a focus on 100% live teaching for all• Focusing on professional development for staff
Targeted academic support	<ul style="list-style-type: none">• High-quality one to one and small group tuition• Teaching Assistants and targeted support• Academic tutoring and mentoring• Planning for pupils with Special Educational Needs and Disabilities (SEND)
Wider strategies	<ul style="list-style-type: none">• Supporting pupils' social, emotional and behavioural needs• Planning carefully for adopting a Social and Emotional Learning curriculum• Communicating with and supporting parents including those with students of different ages• Successful implementation of a high quality of education in challenging times

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Lack of resilience and independence when studying
B	Lack of cultural capital leading to low aspiration and underperformance of Higher Ability Students
C	Poor literacy and numeracy skills

ADDITIONAL BARRIERS

External barriers:

D	Ability to access and use technology effectively to support learning. This is often due to a lack of IT skills and also access to IT in households where there are several students living
E	Lack of parental interest from some disadvantaged and vulnerable families and the poor social, emotional and mental health of some
F	Attendance of specific groups

Planned expenditure for current academic year

Quality of teaching for all					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
1. Provide high quality Professional Learning and Development for teachers to empower them to deliver high quality lessons 100% of the time.	High quality lessons delivered with 100% consistency, by 100% of the staff, 100% of the time.	<p>EEF Rapid evidence assessment research for Distance learning</p> <p>Found that it is of paramount importance that students and staff have access to technology but can also use it effectively.</p> <p>National Foundation for Educational Research (NFER) analysis found that schools which are more successful in promoting high attainment, promote high quality teaching for all and that poor quality teaching has a disproportionate effect on disadvantaged students. See also Rowland (2015).</p> <p>Analysis of learning walks in school.</p> <p>Work scrutiny.</p> <p>Learning cycle data.</p>	<p>Senior leader allocated a clear role to support teacher Professional Learning and Development.</p> <p>Clear, robust weekly PLD plan in place that is of high quality.</p> <p>Staff track their own professional development through PLD folders and discuss progress with line managers.</p> <p>Regular drop ins by Senior Leaders with immediate feedback verbally and written to support development on an ongoing basis.</p>	ARI	Weekly in SLT meetings.

2. Clear identification and planning to close curriculum gaps in learning for all students.	To close the gaps in learning students have experienced in all subject areas due to lockdown or bubble closures.	<p>The new framework focusses on the need for a well sequenced curriculum that develops powerful knowledge through the use of key terminology and retrieval practice.</p> <p>Gaps in curriculum as identified by each Subject Leader after initial lockdown need to be closed.</p>	<p>Senior leader allocated a clear role to support Subject Leaders to identify gaps.</p> <p>Production of detailed curriculum mitigation and recovery plans by all Subject Leaders.</p> <p>Senior Leaders identify whole school support for specific subjects.</p> <p>Tracking of curriculum catch up through learning cycles.</p>	BWO/ACO	At each learning cycle After each lockdown/bubble closure.
3. Introduction and delivery of high quality online live teaching during lockdown and bubble closure.	<p>Reduce the impact of Academy closure on curriculum gaps in future.</p> <p>Ensure curriculum is delivered in sequence to enable continuation of learning.</p> <p>Ensure students receive daily verbal feedback by having regular contact with a teacher despite absence from school.</p>	<p>EEF Rapid evidence assessment research for Distance learning found that teaching quality is more important than how lessons are delivered e.g clear explanations, scaffolding and feedback.</p> <p>It also found that peer interaction helps to motivate students to learn as opposed to downloading work and working alone.</p>	<p>Senior Leader allocated a clear role to support teachers with live teaching.</p> <p>Production of guidance documentation for staff to ensure they have the IT skills to set up and deliver highly effective live lessons.</p> <p>Safeguarding training to ensure staff and students are safe during live teaching sessions.</p> <p>Regular PLD for staff relating to effective live teaching delivery taking into account EEF findings.</p> <p>Regular online drop ins to provide feedback to staff on delivery strategies.</p> <p>Teachers ensuring that the input provided in lessons builds on prior learning.</p> <p>Regular review of implementation through parental, staff and student survey to inform and develop practice further.</p>	MST	

4.Creative teaching methods used in some practical subjects where students cannot access the equipment due to Covid restrictions.	Reduce the impact of Academy closure on curriculum gaps in future. Ensure curriculum is delivered in sequence to enable continuation of learning.	Evidence that Rosenshines Principles of Instruction support learning of students through input, support and challenge at each stage.	Students given safe access to practical subjects in school. Alterations in Academy risk assessments over time to increase access to particular areas of school e.g. technology. A blended approach to teaching and learning used in practical subjects e.g. PE and Art during bubble closure and lockdown periods. Set up of technology to allow SLT lesson drops to continue monitoring and evaluation of teaching.	Practical subject SLs	Weekly drop ins.
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5. Effective diagnostic assessment to support learning.	<p>Reduce the impact of Academy closure on curriculum gaps in future.</p> <p>Promote progress over time and close PP gaps in attainment.</p> <p>Ensure lockdown and bubble closures do not cause a barrier to the use of effective assessment methods.</p>	<p>EEF Rapid evidence assessment research for Distance learning</p> <p>Found that peer interactions can support effective assessment and motivate students during live teaching. Supporting students to reflect on their learning and how they plan to attempt work independently supports progress e.g. planning lists, strategies.</p> <p>Key strategies to use vary in impact in different subject areas e.g. games for learning in MFL but low stakes testing cannot replace formal assessment.</p> <p>Evidence from the Education Endowment Foundation (EEF) toolkit shows that effective feedback is the highest impact relative to cost to improve progress of PP students.</p>	<p>Frequent low stakes testing through SMHW online.</p> <p>Introduction of other creative methods of assessment to enable staff to continue to assess student work whilst in lockdown including continuation of trial exams and assessment carried out online.</p> <p>Introduction and consistent use of online assessment methods and assessment policy.</p> <p>Supporting students to know how to reflect on and plan for future learning.</p> <p>The Implementation of the MLT teaching and learning standard' will rapidly improve the quality of T&L and marking at the academy. This will ensure a consistently high standard of 'quality first teaching'.</p>	ASL/MMC	Half termly.
6. Continuation of regular homework setting to support literacy and numeracy skills development.	High priority focus on reading, literacy and numeracy skills.	National evidence showed that younger students, in particular, fell behind with reading and numeracy skills during the first lockdown.	<p>Reading age tests in place immediately after first lockdown</p> <p>Identification of students who have fallen behind reading age/SAS score</p> <p>Weekly reading for pleasure lessons in Year 7 and 8.</p> <p>Communication with parents about supporting student reading.</p> <p>Weekly focus on Hegarty Maths in all year groups to develop numeracy skills.</p>	LST/BWO	Half termly.

7.Continued focus on Character Education through form time and assemblies.	Students continue to develop Character and Cultural Capital to prepare for life in the wider world.	Students at STWA have been known to have a limited knowledge of Cultural Capital which often affects their aspiration for the future.	Focus on daily delivery of a planned Character Education program through form time and assemblies each day both in school and during lockdown.	SSP	Half termly.
Total budgeted cost:					£25, 000
Review of the impact of the planned expenditure 'Quality of Teaching for All'					RAG of impact
Action 1: Provide high quality Professional Learning and Development for teachers to empower them to deliver high quality lessons 100% of the time. IMPACT: ARI in place as Senior Leader for Professional Learning and Development. Clear, robust weekly PLD plan was put in place providing high quality PLD on a weekly basis, focusing on areas for improvement identified through drop ins and learning walks. This, along with Developing Plans, has improved the profile of teaching and learning across the Academy. PLD also continued, virtually, during lockdown periods. Staff tracked their own professional development through PLD folders and discussed progress with line managers. They used IRIS to video lessons and parts of lessons and discussed in IRIS triads to further drive improvement. Regular drop ins by Senior Leaders with immediate feedback verbally and written to support development on an ongoing basis also impacted on improvements seen in T&L.					Action 1
Action 2: Clear identification and planning to close curriculum gaps in learning for all students. IMPACT: BWO allocated as Senior Leader to support Subject Leaders to identify gaps in learning from lockdown periods. All SLs produced detailed curriculum mitigation and recovery identifying gaps in curriculum delivery and how this was mitigated against. Plans were implemented and adjusted after second lockdown where appropriate. BWO and RAP meetings identified whole school support for specific subjects. There was robust tracking of curriculum catch up through learning cycles.					Action 2
Action 3: Introduction and delivery of high quality online live teaching during lockdown and bubble closure. IMPACT: MST allocated as Senior Leader to drive this. 100% of lessons delivered online during lockdown 2 by staff either working from home or working individually from the academy. This worked well for those who logged on daily and others were followed up daily. Laptops and dongles were provided to those who needed access to ICT. Work was submitted in various ways e.g. through SMHW platform, e mail or 365 platform. PLD provided by leaders for online learning strategies and safeguarding training for 'safety online' for all. Lessons were quality assured by SLT using a renewed MLT standard for online teaching. Challenge to engage some students sometimes but follow up from the academy was relentless. Survey with students and parents gave very positive response to work that had been undertaken by the academy.					Action 3
Action 4: Creative teaching methods used in some practical subjects where students cannot access the equipment due to Covid restrictions. IMPACT: Students given safe access to practical subjects in school by teachers escorting them to PE, Art, Performing Arts and ICT. Alterations in Academy risk assessments over time to increase access to particular areas of school e.g. technology to carry out practical coursework components. A blended approach was put in place to teaching and learning used in practical subjects e.g. PE and Art during bubble closure and lockdown periods. Technology was adjusted to allow SLT lesson drops to continue monitoring and evaluation of teaching whilst online. Some initial issues with the drop ins working but					Action 4

alternative methods were used by invitation from the teacher when needed.

Action 5

Action 5: Effective diagnostic assessment to support learning.

IMPACT:Frequent low stakes testing through SMHW online took place in every subject that allowed staff to check retrieval of information and learning. Introduction of other creative methods of assessment to enable staff to continue to assess student work whilst in lockdown including continuation of trial exams and assessment carried out online or posted out to KS4 students. Introduction of online assessment methods remained inconsistent until students returned to the academy but improved over time, during lockdown. Some departments and some staff were better at this than others in such different circumstances. Leaders spent a lot of time investigating ways of doing this and teachers spent a lot of time trialing different methods whilst students remained at home. The Implementation of the MLT teaching and learning standard' was adjusted for online learning specifically as it was noted that different sets of issues arose through delivery online as opposed to face to face.

Action 6

Action 6: Continuation of regular homework setting to support literacy and numeracy skills development.

IMPACT:NGRT Reading age tests were in place immediately after first lockdown, some issues chasing those who were not in attendance, although some did engage from home with missing tests. This helped with identification of students who had fallen behind reading age/SAS score which was shared with staff. Communication with parents about supporting student reading was also established from the reading tests. Weekly reading for pleasure lessons in Year 7 and 8 continued and a mobile library was put in place. Leaders delivered books home for students on request. Very positive feedback received from parents. The weekly focus on Hegarty Maths in all year groups to develop numeracy skills continued during lockdown. Homework setting continued during lockdown but it was soon realized that the students were already spending a lot of time online during the live teaching so we changed our approach to encourage time away from the computer.

Action 7: Continued focus on Character Education through form time and assemblies.

IMPACT:Focus on daily delivery of a planned Character Education program through form time and assemblies each day both in school and during lockdown. Virtual sessions were delivered whilst students were at home and also once they returned, until restrictions were lifted. This was well received and set students up for learning during the day. Resources are excellent and used consistently across the academy.

Targeted support

Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
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1. Sheffield Hallam University 'GROW' Mentoring programme for disadvantaged Y10 and Y11 students.	To build confidence of students with low self esteem. To raise aspiration of students to aim for university level education.	Students at STWA have been known to have a limited knowledge of Cultural Capital which often affects their aspiration for the future.	Close working with SHU to deliver online mentoring program one to one and in groups of three. Continued tracking and monitoring of student attendance online. SLT attendance at weekly evaluation meetings with SHU mentors and leaders.	BDO/CMA	Weekly and end of program – February.
2. Y11 Achieve.	To improve attainment and progress of students in Y11 groups.	Evidence shows that regular revisiting and review of work supports long term memory.	Targeted intervention sessions during form time and after school continue if student bubble closures or lockdown take place 5x20 mins; 5x50 mins. Subject/skills content identified through regular assessment, trial exam, teacher and student voice.	Subject Leaders	At each Raising Achievement meeting and learning cycle collection.
3. Y7 to 11 targeted catch up in subject areas.	To improve attainment and progress of students in all groups and subjects. To closes the disadvantaged gap and the performance gap between boys and girls is closes.	The new framework focusses on the need for a well sequenced curriculum that develops powerful knowledge through the use of key terminology and retrieval practice. Gaps in curriculum as identified by each Subject Leader after initial lockdown need to be closed.	Production of detailed curriculum mitigation and recovery plans by all Subject Leaders. Re-emphasis on particular parts of the curriculum highlighted by exam boards to enable students to succeed. Regular revisiting of the plans to ensure full coverage of key information. Senior Leaders identify whole school support for specific subjects Tracking of curriculum catch up through learning cycles.	Subject Leaders	At monthly Subject Leader meetings meeting and learning cycle collection.

4. Clear focus on portfolio work in BTEC subjects with regular feedback if examinations are cancelled and trial examinations still take place.	To ensure teachers have the relevant, detailed and accurate information to predict Centre Assessed Grades if necessary.	Evidence from the Education Endowment Foundation (EEF) toolkit shows that effective feedback is the highest impact relative to cost to improve progress of disadvantaged students.	Continue to deliver high quality lessons in line with MLT standard both face to face and through live teaching providing regular feedback to students. Bespoke catch up sessions focused on QLA from assessments.	Subject Leaders	Half termly.
5. Robust plans in place to support SEND students during lockdown periods to ensure they access high quality teaching.	Reduce attainment gap for SEND.	National Foundation for Educational Research (NFER) analysis found that schools which are more successful in promoting high attainment, promote high quality teaching for all and that poor quality teaching has a disproportionate effect on disadvantaged students.	TAs allocated as key workers to SEND students for regular phone calls and face to face support for those accessing in school provision. Clear, detailed Individual Education Plans in place to support students, shared with staff and updated regularly. Regular monitoring of support/access by SEND team through drop ins and student voice. Access arrangements still in place for students if examinations cancelled to ensure accurate predictions are made.	LCR/EDI	Weekly.
6. Keyworker and vulnerable learner provision in place with specific support staff in place.	Reduce attainment gap for SEND, PP and other vulnerable learners.	We know that there is a lack of parental interest from some disadvantaged and vulnerable families and the poor social, emotional and mental health of some.	Proactive daily contact with vulnerable families to ensure they access in school provision during lockdown or that they are regularly logging on and taking part in live lesson.	Student Welfare managers	Daily.

7.TA and safeguarding support in place for vulnerable learners.	Reduce attainment gap for SEND, PP and students with social care involvement.	We know that there is a lack of parental interest from some disadvantaged and vulnerable families and the poor social, emotional and mental health of some.	Safeguarding lead in weekly contact with students on CP, CIN plans or any families with social care involvement. Continuation of liaison with external agencies during lockdown. Continuation of counselling over the phone during lockdown.	YBO/JSH/LCR	Daily.
7.Revision workbooks/materials provided to all KS4 students.	Reduce attainment gap for all as a result of lockdown.	In school data analysis shows that student starting points in September have been affected by gaps in knowledge affected during lockdown.	Monitor use of revision materials through live teaching and on return to school.	Subject Leaders	Regularly through assessment.
Total budgeted cost:					£30, 000
Review of the impact of the planned expenditure 'Targeted support' Action 1: Sheffield Hallam University 'GROW' Mentoring programme for disadvantaged Y10 and Y11 students. IMPACT:Worked closely with SHU to deliver online mentoring program, one to one, and in groups of three. SALs tracked attendance as the program ran online. 28 students signed up for the course and 22 completed all elements, 6 completed some of the elements. All feedback from students was positive. Mentors gave excellent feedback. SLT attendance at weekly evaluation meetings with SHU mentors and leaders ensured any issues were resolved and the program ran effectively. Action 2: Y11 Achieve. IMPACT:Targeted intervention sessions too place during form time and after school with Y11. This was rolled into Year 10 in the summer term. Year 11 then moved to compulsory lessons after school which will continue into the next academic year for the new Year 11. Post 16 had an additional lesson on their TT to give more time to catch up with work from lockdown periods. Subject/skills content identified through regular assessment, trial exam, teacher and student voice and included in the subject mitigation plans. Action 3: Y7 to 11 targeted catch up in subject areas IMPACT:Training for Subject Leaders and model examples of curriculum mitigation/recovery plans took place. Production of detailed curriculum mitigation and recovery plans by all Subject Leaders followed and these have been implemented. There has been a re-emphasis on particular parts of the curriculum highlighted by exam boards to enable students to succeed. Plans have been revisited regularly to ensure full coverage of key information. Senior Leaders identified whole school support for specific subjects.Tracking of curriculum catch up through learning cycles was robust.					Action 1
					Action 2
					Action 3

<p>Action 4: Clear focus on portfolio work in BTEC subjects with regular feedback if examinations are cancelled and trial examinations still take place. IMPACT:Continue to deliver high quality lessons in line with MLT standard both face to face and through live teaching providing regular feedback to students. Bespoke catch up sessions were delivered focussing on QLA from assessments to ensure all criteria were covered. Training for SLT on how to grade student work based on government guidance so as not to disadvantage students ran through SL meetings and LM meetings to decide on Teacher Assessed Grades. A significant amount of time spent on quality assurance of those grades both for BTEC and GCSE and Post 16 qualification.</p> <p>Action 5: Robust plans in place to support SEND students during lockdown periods to ensure they access high quality teaching. IMPACT:Some SEND students with EHCPs or IEPs accessed learning in the academy during lockdown, others received regular phone call support from Teaching assistants to ensure they could access the work. SEND training for staff to ensure they made the work accessible. Some SEND students would have benefitted from being in the academy but parents refused to send them in due to anxiety around Covid.</p> <p>Action 6: Keyworker and vulnerable learner provision in place with specific support staff in place. IMPACT:Proactive daily contact with vulnerable families ensured students access to in school provision during lockdown or that they are regularly logging on and taking part in live lesson. This was carried out by key workers who were part of the pastoral, safeguarding, attendance and SEND teams.</p> <p>Action 7: Revision workbooks/materials provided to all KS4 students. IMPACT:All students in Year 10 and 11 received a full suite of revision guides to support learning.</p>					Action 4
					Action 5
					Action 6
					Action 7
Other approaches					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
1.Purchase high quality equipment to enable teachers to deliver high quality lessons to students 100% of the time.	All access to live teaching is of high quality e.g. audio and visual, access to resources and feedback.	EEF Rapid evidence assessment research for Distance learning Found that it is of paramount importance that students and staff have access to technology but can also use it effectively. Effective feedback is easier to deliver when staff have direct contact with students e.g. through live teaching as opposed to setting work online.	Effective, high quality IT equipment in place such as visualisers and webcams for teachers. Teachers able to share resources easily and give feedback to students on 'chat' function. Safeguarding measures in place to ensure lessons are not interrupted and students are safe. Staff, parent and student surveys to evaluate provision.	MMC	Weekly.

2. Technology set up to allow regular feedback and coaching for teachers during live teaching sessions.	Ensures high quality of education for all continues when students are not accessing school.	Evidence shows that effective feedback and coaching supports teacher development.	Set up log in to allow SLT to access all live lessons in order to continue with effective quality assurance and feedback of lessons.	MMC/ARI	During lockdown periods.
3. All disadvantaged students and students in large families have access to technology from home.	All students have access to technology to enable access to lessons from home during lockdown or bubble closure.	Effective feedback is easier to deliver when staff have direct contact with students e.g. through live teaching as opposed to setting work online.	Parental survey of access to internet and devices. Dissemination of DfE and LA devices and internet dongles to students identified as needing one. Clear guidance shared with parents and students on how to access live teaching through a variety of devices including games consoles.	ARI	Daily through phone calls.
4. Supporting pupils' social, emotional and behavioural needs.	Reduce attainment gap for SEND, PP and other vulnerable learners.	We know that SEMH students are harder to engage in learning and need constant support and encouragement.	Leader in place to ensure SEMH provision plan (REACH) in place and to support students including individual support plans. VLN meetings to monitor lesson uptake and offers of alternative provision places where required. REACH provision reviewed and plans in place to support SEAL curriculum for SEMH students that is reviewed regularly.	Behaviour and Inclusion Lead/SENDCo	Weekly through VLN. Half termly.
5. Regular contact maintained with all students during lockdown periods.	Supporting mental health and wellbeing of all students during lockdown or bubble closures.	Research showed that during the first lockdown there was a national increase in mental health issues. There was an increase in domestic violence and self-harm in our local community during the first lockdown.	Allocate mobile phones to pastoral and safeguarding teams and tracker in place. Daily phone calls for students not logging on to live lessons. Twice a week phone calls to those on social care plans. Welfare calls to other students.	YBO/MMC (Safeguarding, attendance and Pastoral teams)	Daily.

6. Emotional and wellbeing support for Post 16 students.	Supporting mental health and wellbeing of all students during lockdown or bubble closures.	Research showed that during the first lockdown there was a national increase in mental health issues. There was an increase in domestic violence and self-harm in our local community during the first lockdown.	Administration leader identified to support Post 16 students only by regular contact and feedback.	DBE	Weekly.
7. Regular communication with and supporting parents including those with students of different ages.	Parents are well informed of their child's progress and feel empowered to support them from home.	One of the barriers to progress at STWA for some students is the lack of engagement of parents. EEF research shows that parental support in the home improves progress and engagement of students.	Online consultation evenings take place for all students during the pandemic. Online options evening and careers advice and guidance for Y9 students. Online CEIAG advice for students that can be accessed by parents of Y9, Y10 and Y11 students. Careers START program introduced to all year groups and usage tracked weekly. Regular weekly updates and support available on website for parents on a variety of subjects e.g. online learning, how to support your child's reading at home.	ACO/JBR	Half termly.
Total budgeted cost:					£24, 400
Review of the impact of the planned expenditure 'Quality of Teaching for All' Action 1: Purchase high quality equipment to enable teachers to deliver high quality lessons to students 100% of the time. IMPACT: Microsoft teams used as the platform to deliver online learning. Teachers were able to share resources easily and give feedback to students on 'chat' function. All staff were trained in the capability and the effective use of the system. Show My Homework is used as another platform to share resources and to set homework tasks. Effective, high quality IT equipment was purchased to enable staff to deliver lessons e.g. visualisers with webcams for teachers. Some teachers were allowed to take IT equipment home to enable them to deliver lessons from there during lockdown. Safeguarding measures in place to ensure lessons are not					Action 1

<p>interrupted and students were safe. Staff, parent and student surveys to evaluate provision were very positive. Some logging in issues from home were experienced by some families and the academy did everything they could to support.</p> <p>Action 2: Technology set up to allow regular feedback and coaching for teachers during live teaching sessions.</p> <p>IMPACT: Microsoft teams set up to allow SLT to access all live lessons in order to continue with effective quality assurance and feedback of lessons. We had some success with this but also some technology issues. Feedback given was of good quality and the use of the MLT teaching standards (that was adapted for online teaching) ensured consistency for those receiving it. Staff were positive about the helpful feedback and suggestions that were made. The issues with technology did limit the ability to do those drop ins sometimes.</p>	Action 2
<p>Action 3: All disadvantaged students and students in large families have access to technology from home.</p> <p>IMPACT: A parental survey of access to internet and devices was conducted at the beginning of lockdown to identify those families in need of support. Dissemination of DfE and LA devices and internet dongles to students took place and additional support with logging on was provided to those who needed it. Clear guidance shared with all parents and students on how to access live teaching through a variety of devices including games consoles. Positive feedback from both parent and student survey re the quality of teaching and learning. Some families experienced issues logging on during lockdown but support was given over the phone.</p>	Action 3
<p>Action 4: Supporting pupils' social, emotional and behavioural needs.</p> <p>IMPACT: Pastoral, SEND, attendance and Safeguarding teams communicated regularly with each other, a clear plan put in place to contact all students during lockdown and to support on their return to the academy. Key workers allocated to students for various reasons identified in the VLN meetings. Welfare calls made weekly (in some instances daily) and follow up made with those who didn't log for lessons. Some students with SEMH needs attended the academy during both lockdown periods to ensure they were engaging with learning and also to support the parents.</p> <p>REACH provision reviewed and plans in place to support SEAL curriculum for SEMH students that is reviewed regularly.</p>	Action 4
<p>Action 5: Regular contact maintained with all students during lockdown periods.</p> <p>IMPACT: Pastoral and safeguarding teams were allocated with mobile phones and a tracker was in place to monitor communication home daily. Daily phone calls for all students not logging on to live lessons to encourage engagement. Twice a week phone calls to those on social care plans as welfare checks. Welfare calls to other students by form tutors.</p>	Action 5
<p>Action 6: Emotional and wellbeing support for Post 16 students.</p> <p>IMPACT: Administration leader identified to support Post 16 students by regular contact and feedback. Wellbeing, learning and safeguarding support was ongoing throughout the pandemic. Post 16 students also given laptop and dongles when required. Two students accessed the academy daily.</p>	Action 6

Action 7: Regular communication with and supporting parents.

IMPACT: Online consultation evenings took place for all students during the pandemic in place of face-to-face parents evenings. These ran efficiently and were well received by parents. Online options evening and careers advice and guidance for Y9 students took place. Attendance at virtual options evening was 88% and the Online Y10 moving into Y11 evening was 69%. CEIAG advice was given virtually to all students in Year 11 and some of Year 10 by Doncaster Chamber careers advisors. Some students had more than one interview. The Careers START program was introduced to all year groups and usage tracked weekly. This worked particularly well with Year 9 taking options. Regular weekly updates and support available on website for parents on a variety of subjects e.g. online learning, how to log on, how to support your child's reading at home. Quality newsletter shared to motivate students and enable parents to see what the academy had on offer.

Action 7**ADDITIONAL INFORMATION**

Sir Thomas Wharton have used additional sources of information to inform our planning including:

- Internal assessment and reporting software
- Evidence from the EEF families of schools database
- Government data analysis of the effects on families and students during lockdown 1
- Results of staff, parents and student consultations at STWA (after lockdown 1 and during any further lockdowns)
- Analysis of attendance records
- Last school Ofsted report
- Guidance from experts
- Case Studies of good practice