



**St Cuthbert's
Catholic High School**

Live life in all its fullness

COVID Catch-up Strategy 2020-2021

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Background

Covid 19 Catch-Up Premium and Curriculum Expectations 2020/21.

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, to 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.

Impact Statement

We continue to monitor and capture assessment data e.g. KATs, Summer Term 3 assessment grades and reading ages.

Remote education

DfE asks that schools meet the following key expectations:

1. 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.
2. Aim to return to the school's normal curriculum in all subjects by summer term 2021.
3. 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.
4. Develop remote education so that it is integrated into school curriculum planning.

Schools should set out how they will allocate the additional funding to support curriculum recovery this academic year. The EEF guidance suggests a 3-tiered* approach:

1. Teaching

- High-quality teaching for all
- Effective diagnostic assessment
- Supporting remote learning
- Focusing on professional development

2. Targeted academic support

- High-quality one to one and small group tuition
- Teaching Assistants and targeted support
- Academic tutoring
- Planning for pupils with Special Educational Needs and Disabilities (SEND)

3. Wider strategies

- Supporting pupils' social, emotional and behavioural needs
- Planning carefully for adopting a Social and Emotional Learning curriculum
- Communicating with and supporting parents
- Supporting parents with pupils of different ages
- Successful implementation in challenging times
- 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.

Finance

Available funding for St Cuthbert's is: £69,840 (estimated October 2020). Nor 900. FSM 36%

- 2 additional teachers for English and Maths to deliver extra literacy and numeracy in Y7
- Same staff to facilitate Y11 lesson 6/ additional English and Maths for Y11
- Reconnect plan gave additional English and Maths in all years for first two weeks in September
- Online resources (MyOn) for Y7 to facilitate baseline assessments and inform intervention
- Graphic pads for Maths department
- TLR 3 for Blended Learning Lead and Blended Learning advisor.
- Website construction for Blended Learning
- Laptops purchased for loan to students with no devices at home

Barriers to learning identified:

- B1: Literacy skills (reading ages are below national average in all year groups and extensive programmes have not been taking place to the full extent since March 2020)
- B2: Gaps in curriculum as identified by each CL
- B3: Readyng the school for further home learning needs (E.g. a second lockdown/ need to self-isolate)
- B4: Ensuring all students can access online learning at home
- B5: Gaps in knowledge that have appeared between March and July 2020 (as identified through assessment in recovery curriculum)
- B6: Ensuring our vulnerable/SEND students are making social, emotional and academic progress following the lockdown period
- B7: Understanding T&L strategies within the 'new normal' way of teaching
- B8: Gaps in 'careers and further education' advice and guidance
- B9: Understanding the ability of our new Year 7 intake without SATS scores
- B10: Maintaining a high attendance % for all students is a priority
- B11: Wellbeing: Students adjusting to the new school routines and structures
- B12: Wellbeing: Concerns around anxiety and safeguarding issues following the lockdown period
- B13: Ensuring parental engagement levels are maintained during the 'virtual meeting' era
- B14: The new plans for the school day create a number of logistical difficulties which could hamper high quality teaching and learning.

Teaching and Whole school strategies

Year group	Actions	Intended impact	Cost
7	Accelerated Reader for all Year 7 students B9	Identify the ability of all students so that they can be set on October 2020	
7	The National 'no more marking' assessments to be completed by all Year 7 students in English and arithmetic paper 1 from 2019 SATS in maths B9	These will provide another opportunity to identify the ability of our new Year 7 cohort with regards to literacy. This will inform the creation of sets in English in October 2020	£2880
7 8 9 10 11	ERIC time by all form tutors B1	Reengage all learners in reading	
11	No students to miss learning time. B5	Protect every lesson as if it was their last to avoid any further gaps in knowledge	
11	Period 6 intervention to be bespoke and open to all where there is a need. Ensure that P6 intervention is at least as effective as classroom teaching. This to be done after restrictions B5	Period 6 intervention should plug gaps in subject knowledge and prepare students for their examinations, mocks and summer exams	(% of two additional teachers) £60K
7-11	Ensure all students in all years have a computer and access to the internet at home B4	This will allow students to access all online learning resources at home whether for homework, periods of self-isolation, or local lockdown events	£2000
7-9	Create Knowledge organisers for Y7-9 (including SEND) for all students in all subjects to ensure independent work can be completed at home B5	We will track home learning engagement stats in Years 7 -9 to highlight the successful use of knowledge organisers at home. Also, low stakes testing	£500
10 11	Ensure that all KS4 teachers are trained up in their exam specs and the National changes B2	This will safeguard against potential staff absence or indeed specification changes which means the curriculum is altered and there is a need for more expertise in different part of the spec	
7 8 9 10 11	Renew the IRIS subscription which will enable lessons to be recorded B14	This strategy will be useful for two main reasons: 1) For sharing regular best practice of COVID T&L ideas with all teachers 2) For staff to record themselves and request relevant CPL	

Year group	Actions	Intended impact	Cost
7 8 9 10 11	Purchase mini whiteboards and pens for all students B14	This action will enable staff to gauge the understanding of all students in the classroom without having to walk around the class	£1000
7 8 9 10 11	Continue the tracking of home learning engagement to keep up the positive momentum that was created during lockdown B5 B6	Home learning will improve the independence of our students as well as support progress when it comes to key assessment points	
7 8 9 10 11	Focus on Rosenshine & TLAC strategies leading to all students knowing more and remembering more of the common curriculum being taught B7	Evidence-based strategies are supporting students' learning potential in knowing more and remembering more. The TLA strategies in particular are allowing students to maximise learning and retain key subject knowledge.	
7 8 9 10 11	Sharing of best practice through trust-wide webinars which include a focus on curriculum, T&L, behaviour and pupil premium B7	School CPL will give teachers access to the very best of what exists across the MAT. This will lead to the most effective classroom practice being shared and student learning optimised.	
7 8 9 10 11	Leaders to track and monitor catch up strategies closely looking at low effort – high impact successes and continually refining practice to ensure learning gaps are closed in the most effective and timely manner B5	Quality first teaching remains the single most effective strategy for closing learning gaps. A focus on curriculum sequencing and RAG rating each curriculum subject area will help leaders target specific subject domain knowledge students are not yet secure in. A cycle of plan – do – review will also support leaders' understanding of effective catch up in the classroom.	
7 8 9 10 11	Access the NTP to ensure additional targeted support is put in place for all cohorts if appropriate B5 B6	The students who benefit from NTP will have their progress tracked at key assessment points such as mocks etc	
11	Deliver a full programme of CEIAG support including Virtual Post-16 Evenings B5	Students will be supported in next step Post-16.	

Wider Strategies

Year group	Actions	Intended impact	Cost
7 8 9 10 11	Rewards and incentives for good attendance and high expectations B13	Attendance and AtL is high	£500
7 8 9 10 11	Additional hours of counselling both in house and external agencies. Additional support for students suffering bereavements and trauma B11	Having additional counselling support will allow more students to access advice and support and guidance over their worries post lockdown. Overall impact on wellbeing leading to a more positive outlook on learning	£40 per hour
7 8 9 10 11	Ensure that the blended learning offer is updated and available for all families in the event of all students having to isolate and/or local lockdowns B3	Effective access to blended learning programme	TLR 3 £3000
7 8 9 10 11	A new system in place (SchoolCloud) for Parents' Evenings and other school events in 2020/21 to ensure regular communication between home and school regarding academic progress B13	Maintain communication between home and school regarding progress and intervention	£1000
7 8 9 10 11	Student Voice surveys to look at attitude to learning and school to enable effective intervention B13	To identify cohorts or individual students who require effective intervention to engage with learning and school	

If costing not allocated it has been funded elsewhere**