

# 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 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.

**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.

As a result of COVID, we have realigned our School Improvement Plan to reflect new and shifting priorities.

## Key Priorities identified from our 2019-2021 School Improvement Plan

### School Priority Foci

1. Priority 1 – To continue to review our school curriculum intent
  - A. Transition back to a 3-year KS3 for present Year 8 **to ensure COVID catch up**
  - C. Strengthen curriculum links in English and maths between KS2 and KS3
  - D. Continue the work done on ensuring all subject progression models are clear, well planned and that they ensure planned and reactive opportunities for gaps in learning to be closed so pupils know more and can recall more. **Faculties will develop Recovery Progression Models/Curriculum Plans for all years in light of partial closures**
  - E. Review our LfL and SRE programme in the light of new national guidelines
2. Priority 2 – To ensure that the implementation of our subject curricula consistently deploys the best pedagogical practice responsive to the varied needs of all our pupils
  - A. Continue to train teachers in best pedagogical practice combined with good subject knowledge so to deliver improved progress outcomes in GCSE, particularly DAP, SEN and boys. **This will focus specifically on Blending Learning strategies to ensure teachers identify and common misconceptions, check progress and understand strategies for moving learning forward through adapting teaching, as necessary.**
  - B. Whole school approach to literacy ensuring all pupils access and deploy academic vocabulary in speech and writing and follow consistent practice in successful extended writing (Reading too)
  - D. Ensure that assessment is used well to **identify any gaps resulting from closure** and help pupils embed and use knowledge fluently or to check understanding and to inform teaching. **Assessment will support our understanding of the ability of our new Year 7 intake without SATS scores**

3. Priority 3 – To further improve behaviour across school by ensuring established routines are consistently used
  - A. Improve behaviour for learning through greater consistency and flexibility of teaching strategies, rewards and sanctions **as pupils adjust to the new school routines and structures**
  - B. Use of thePOD - Behaviour Unit to for internal exclusion and support the reintegration of pupils returning from internal exclusion
  - C. Continue to develop pupils` positive attitudes to their learning, ensuring they are resilient to setbacks and take pride in their achievements, especially boys
4. Priority 4 – To reduce the absence and persistent absence of all pupils and secure improvements in the attendance and persistent absence of disadvantaged pupils.
  - A. Improve attendance across the school **with an appreciation of COVID implications**
  - C. Reduce persistent absenteeism to ensure it continues to be better than national, through developing stronger links with harder to reach parents and carers
5. Priority 5 – To ensure every child takes the extensive opportunities to grow and develop in ‘character’
  - A. Continuously evaluate **cultural capital** learning experiences to ensure that pupils` have access to a wide and rich set of experiences which are of an exceptional quality and reflect the richness of Catholic contributions to culture
  - D. Continue to develop the extent to which pupils actively contribute towards the Catholic Life of the school and how they respond to the opportunities provided for their personal development
6. Priority 6 – To ensure leadership at all levels in school consistently achieves our school mission
  - B. Prioritise the achievements of DAP, SEN and boys, **ensuring all can access online learning**
  - D. Explore new ways to engage effectively to reach parents/carers to the very obvious benefit of pupils, **ensuring parental engagement levels are maintained during the ‘virtual meeting’ era**
  - E. To monitor and evaluate progress towards improving wellbeing for ALL our school community, **particularly mental health wellbeing and workload during COVID times**

# Covid 19 Catch-Up Premium Strategy Statement 2020-21

## School Overview

Metric	Data
School name	Brownedge St Marys Catholic High School
Number of Pupils on Roll 2020-21	759
Catch Up Premium this academic year	£60,000
National Tutoring Programme this academic year	Yet unknown
Publish date	October 2020
Review date	September 2021
Statement authorised by	Nicola Oddie
Catch Up Premium lead	Conor McCreesh
Governor lead	

## Teaching priorities for current academic year

Measure	Activity
Priority 1	Continue to ensure high-quality teaching for all, with expert teachers developing a broad array of teaching strategies that, combined with subject knowledge and knowledge of their pupils, positively impact upon learning. Place emphasis on blending learning strategies and consider closely curriculum recovery plans.
Priority 2	Focussed professional development to ensure the quality of teaching—both the planning and implementation—is supported by high-quality professional development. This training will provide follow-on support to ensure that habits are changed
Priority 3	Effective diagnostic assessment with planning of effective assessment that supports great teaching. Deploy assessment approaches that sensitively diagnose the impact that Covid-19 school closure has had on pupils.
Priority 4	Support remote learning. Uncertainty as to whether the academic year will be interrupted by Covid-19 outbreaks, therefore, plan for a range of eventualities that will likely involve high-quality remote learning.
Projected spending	£25,500

## Targeted academic support for current academic year

Measure	Activity
Priority 1	High-quality one to one and small group tuition, which is structured and targeted. This intervention will be in extended school time. This will be from teachers in school, or through the NTP. These sessions need to be flexible and dynamic adapting to new cohorts when identified
Priority 2	Teaching Assistants and targeted support, with specific planning for pupils with Special Educational Needs and Disabilities (SEND).
Projected spending	£29,00

## Wider strategies for current academic year

Measure	Activity
Priority 1	Supporting pupils' social, emotional and behavioural needs, including planning carefully our SEL curriculum
Priority 2	Communicating with and supporting parents
Projected spending	£5,500

## Teaching

SIP Ref	Year Grp	Planned Actions	Intended impact and How monitored	Review	Lead	Cost
2a, 3a, 6b	N/A	Extended CPD programme including sessions on Teams, Blended Learning, Literacy training, Whiteboard training, questioning, behaviour for learning, school systems (PARS, SIMS, CPOMS) collaborative faculty planning	This will support colleagues' transition back into school and ensuring that there is effective use of technology, and strategies recap for Quality First teaching	Jan 2021	TM	-
2a, 3a, 6b	N/A	Continuation of Learning Communities to support long term and embedded practices	Support Quality First Teaching and strengthen appraisal commitment to developing teaching practice.	April 2021	CMc	-
2a	10, 11	Continue to ensure that all KS4 teachers receive training where necessary in current exam specification	This will safeguard against potential staff absence or specification changes	March 2021	TM	£1,000
1d, 2a	8, 9, 10, 11	Curriculum recovery plans written in all subjects and QAd by SLT Link. Planning must include strategies for partial closure and concentrate on pedagogy for blended learning	Planning a lesson-by-lesson approach will ensure content is delivered in time while being able to assess along the way	Dec 2021	NO	-
1d, 2d	7, 10	CAT and reading tests for all Year 7 and 10 students. Baseline testing for Year 7 in core subjects and other years where deemed appropriate	Identify the ability of all students to share with teaching staff asap to challenge pupils. Reading tests will enable us to track progress in reading ages and highlight the positive impact our literacy strategy is having.	Jan 2021	JBa	£3,000
2d	11	Assessment 1 week. Assessments concentrate on knowledge and skills from March and July 2020 and new learning from first 5 weeks of new year.	Identify gaps in knowledge that have developed during lockdown. Use this information to inform intervention both in the classroom and for Period 6 learning.	Nov 2021	JBu	-
2b	7, 8, 9, 10	Raise the profile of Reading by appointing a Reading Champion	Diverse authors to ensure a wide menu for tutor reading. Students are exposed to a greater number of words and challenging texts. Students are developing a wider and more appropriate vocabulary range for subsequent use across the curriculum.	Jan 2021	CP	£2,000
2a, 3c, 6b	10, 11	Purchase text books and revision guides for all students in all Year 10 and 11 PP pupils in all subjects to ensure independent work can be completed at home	We will track home learning engagement stats in Years 10 and 11 to highlight the successful use of revision guides at home Improved attainment and progress scores between November and March mocks in Year 11	Jan 2021	CMc	£5,000
2a, 3a, 6b	all	Purchase classroom visualisers for all classrooms to support the fact staff can no longer walk the classroom freely	These will support high quality T&L as they will enable staff to model from the front (staff cannot freely move around the classroom)	Jan 2021	JBu	£1,000

2a, 3a, 6b	all	Purchase mini whiteboards and pens for all students in Years 7- 11	This action will enable staff to gauge the understanding of all students in the classroom, without having to walk around the classroom	Jan 2021	JBu	£500
2a, 2d, 6b	9, 10, 11	Continuation of GCSEPod subscription, with increased focus on now it can be unitized fully to support blended learning		July 2021	LD	£3,000
6b	All	Continue the tracking of home learning engagement to keep up the positive momentum that was created during lockdown	Home learning will improve the independence of our students as well as support progress when it comes to key assessment points	Ongoing	TM	-
6b	9, 10, 11	Ensure all students in all years have a computer and access to the internet at home. Possible loan scheme?? Or purchase more tablets	This will allow students to access all online learning resources at home whether for homework, periods of self-isolation, or local lockdown events	Feb 2021	LD	£10,000
						£25,500

### Targeted Strategies

SIP Ref	Year Grp	Planned Actions	Intended impact and How monitored	Review	Lead	Cost
2a, b, c 3c, 6b	11	Small group tuition through targeted Period 6 lessons. Run on a 5 week programme. 9 <sup>th</sup> Nov- 11 <sup>th</sup> Dec x 1, Feb – March x 1, April – May x 1	Period 6 intervention should plug gaps in subject knowledge and prepare students for their examinations (assessments, mocks and summer exams)	Ongoing	NO TM	£16,000
2a, b, c 3c, 6b	11	Targeted holiday support - Summer School, February Half Term, Easter School, May Half Term	Fill gaps in learning, support wellbeing and transition	July 2021	NO CG CMc	£8,000
2a, b, c 3c, 6b	11	Year 11 Form Time Focus weeks. Deliver a full program of revision techniques during Study Plus.	Low stakes testing for English and maths, memory retrieval and confidence builders. Teaching revision techniques is a helpful way of preparing students for their mock and summer exams	June 2021	TM	£1,000
2a, b, c 3c, 6b	all	Challenge/ Extended Answers week	Share good practice in teaching extended answers. Pupils benefit from extended opportunities to fine tune skills	Dec 2020	TM	-
6b	7 8	Small group intervention program for students in Year 7 and 8 who require support in numeracy and literacy (IDL and booster sessions)	The students who benefit from this small group work will make rapid progress in literacy and numeracy	March 2021	LD KB	£4,000

6b	9 10	Access the National Tutoring Program to ensure additional targeted support is put in place for all students	The students who benefit from the NTP will have their progress tracked at key assessment points	March 2021	CMc	Different cost centre
						£29,000

### Wider Strategies

SIP Ref	Year Grp	Planned Actions	Intended impact and How monitored	Review	Lead	Cost
3c	all	Incentivize improvements in attendance for students through rewards e.g. shopping vouchers, meals out for families.	Attendance improves	Jan 2021	CG	Different cost centre
4a 4b	all	Support Attendance Officer with COVID Support Attendance Lead		Jan 2021	CG	-
6e	all	Wellbeing First Aider Training for pupils	Develop staff and pupils' wellbeing	Jan 2021	LD/KB NO	£500
6e		Wellbeing First Aider availability for staff through KL				
6d	all	Increased parental engagement in Home learning through TEAMS app.		March 2021	TM NO	Different cost centre
6b 6e	11	Ensure all Year 11s benefit from a 1:1 careers interview outside of lesson time (Before and after school; CORE PE; lunchtime; breaktime)	This is essential advice and guidance that the school must offer to all students so they are thinking about what they will be doing next academic year and beyond	March 2021	CMc	£4,000
6d	all	A new system in place for Parents' Evenings in 2020/21 to ensure regular dialect between home and school regarding academic performance	To maintain communication between the school and the parents regarding academic performance, leading to improved outcomes in terms of progress, behaviour and attendance	Jan 2021	JBa	£1,000
6d	all	Increased communication systems with parents – current and future using social media, with specific development of Facebook platform	Marketing of the school and heighten understanding of school ethos, expectations and communication	March 2021	CG TM	£500
						£5,500