

COVID Catch-Up Premium Report for GSHS 2020-2021

How to use this template

- This common template will enable the Trust to report in a uniform way to Trustees on plans for the catch-up premium for individual schools
- We can use this report to show governors and Ofsted your plans for the Catch-Up Premium
- It has been produced to reflect Education Endowment Fund's Tiered Approach (EEF documents [here](#) will support completion of the plan)
- We will also put a summarised version on the school website to share it with parents

COVID Catch-Up Premium spending: summary

SUMMARY INFORMATION			
Total number of pupils of roll:	2088 (1714 in Yr7-11)	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£137 120		

STRATEGY STATEMENT

The Education Endowment Fund created a Covid-19 Support Guide for Schools highlighting key areas for schools to consider when planning a recovery programme. The guide has three areas of focus: **teaching and whole school strategies; targeted support and wider strategies**. The guide has been compiled by drawing on a wide range of evidence from research and resources published by the Education Endowment Foundation. It is not anticipated that schools would adopt all of the suggestions included. Rather, it is assumed that schools might prioritise a small number of approaches best suited to their context, balanced with the strength of evidence. As with the EEF's Teaching and Learning Toolkit, some approaches covered in the guide are included because they have been widely discussed as possible responses for schools to consider, while other approaches have been included because a strong existing evidence base suggests they are likely to be particularly promising. In all cases, it should be acknowledged that it is very challenging to bridge from the existing evidence base to provide guidance to support schools responding to the Covid-19 pandemic in 2020.

From September 2019 Great Sankey adopted a much more explicit research based approach to school improvement. It is therefore not surprising that many of the EEF strategies were already beginning to be implemented at the High School. In the EEF guide teaching and whole school strategies includes: **Supporting great teaching**, pupil assessment and feedback and transition support; **targeted support** includes: one to one and small group tuition, intervention programmes and extended school time and **wider strategies** includes: supporting parents and carers, access to technology and holiday provision.

Great Sankey, will therefore, reflect on the progress it has made in the nine areas highlighted in the EEF report and the strategies it already has in place and use the additional funding provided by the Covid Catch-Up Premium to fill in any gaps identified and build on the work it has already started to reduce and mitigate against the significant learning that has been lost by students across all years to the pandemic.

BUDGET:

Supporting Great Teaching	£23608
Targeted Support	£43534
Wider Strategies	£74978

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	A significant proportion of students enter secondary school below chronological reading age expectations, this will have been exaggerated further by school closure. With a significant proportion of new staff an improved system of tracking, monitoring and supporting students is required.
B	Significant gaps in knowledge exist, with whole units of work delivered remotely and varying degrees of engagement of students during the period of school closures. Pre-requisite knowledge for future learning is lacking meaning future learning is more challenging until this is addressed. Students have also missed out on practical skill development and opportunities. No baseline for Year 7 to monitor and track progress for, not only, their first year but their next seven.
C	Students undertaking exam courses have an urgent need to fill gaps in knowledge and complete any outstanding coursework.

External barriers:	
D	Social, emotional and behavioural needs of students will have been exacerbated, resulting in the potential of some students more likely to disengage with school and their learning. Students losing the joy and love of learning and the routine of being in school.
E	Digital barriers to completing work and ensuring students are completing homework.
F	Parental communication has improved but additional steps need to be taken to ensure parents evenings and regular communication with those remote learning are supported and engaged.

Quality of teaching for all this includes: supporting great teaching, pupil assessment and feedback, transition support

Baseline: In 2019 the school launched its Rosenshine & Transforming Teaching Project with Ambition Institute. This resulted in a significant shift in the planning, delivery and observation of teaching and learning in school. Collaborative planning helped begin a whole school review and revolution of the curriculum. Alongside all of the NPQs and professional support provided by the Great Sanket and Omega Teaching School, in 2020 the school also embarked on a Middle Leader Ambition Institute Teaching programme and the Early Career Framework programme for new staff. Technology and infrastructure had been a barrier for GSHS; 2019-20 witnessed great strides being made to improve this. From having almost no online presence in March the school now uses google classroom and Oak National Academy resources to provide remote education for those required to self isolate. Transition has previously been seen as a strength of the school but this year the remote delivery had teething problems and while similar in content to many schools was, on reflection, delivered later than needed. With the prospect of a remote open evening we need to address transition in a post covid world in the short and long term. Despite the inroads made in assessment at Great Sankey, the pandemic requires some robust evidence gathering, ideally externally referenced, to help set targets and measure the ability and potential of the new Year 7 who have had no formal KS2 results for us to work on. For Year 8 and 9 there is a need for clear, concise and explicit information for staff, parents and students to identify gaps and a path for rapidly returning to their expected path of progress.

Action	Intended impact and success criteria	Evidence/ rationale for this choice?	How will you make sure it's implemented well?	Staff lead	Review
<p><i>Reteach threshold concepts at the beginning of the school year to all students</i></p> <p>Departments to review the course content delivered remotely during the summer term and identify critical threshold concepts All students to be taught this content during the first two weeks of the term. Intended impact is to address gaps in knowledge that would prevent successful future learning</p>	All pupils reduce any deficits in learning across all year group	Appendix 4	Regular discussions about the curriculum during HIVE meetings Assessments in school	CLK	Termly
Curriculum plans build in regular revisiting of material	All pupils reduce any deficits in learning across all year groups curriculum plans re-written identifying golden threads and making clear where knowledge is revisited Cumulative assessments assess new learning and prior knowledge Use of DATCAT analysis -teaching is reflective so that areas of weakness identified on assessments are revisited, again closing knowledge gaps.	Appendix 2 - EEF strategy feedback	Regular discussions about the curriculum during HIVE meetings Lesson drop in and book scrutiny	CLK	Termly
<p>Ensure high quality KS2 to KS3 transition</p> <p>Investigate the appointment of a transition coordinator - appointed</p>	<p>Virtual open evening produced and shared with the community</p> <p>Follow up open evening virtual meetings available to families upon request</p>	Appendix 1	<p>Respond to feedback from key stakeholders</p> <p>Allow adequate time to prepare and seek support from experts regarding digital technology</p>	PAM	

	All year 7 student had an induction session in September due to cancellation of the summer term event – all students invited to week long summer school Ensure that GSHS remains the high school of choice Students begin year 7 confident and prepared	Highest number of parents selecting us as 1 st choice option ever received for 2021 intake			
Assess performance of the y11 English cohort using assessment box. Repeat or roll out to other subjects if successful.	126 English mock papers will be marked externally Quality of external service was not as high as hoped with a poor level quality of feedback and questionable standards of marking. Assessment box was therefore not rolled out. Feedback was still provided to the students but via existing English staff and the department identify areas for further development evaluate the impact of this and repeat/continue to use if beneficial and effective	Appendix 6	Use of national provider to ensure quality and consistency of the assessment data	GB	January
Use of nationally benchmarked tests	Students will complete nationally benchmarked tests in year 7, 8 and 9 in the Spring and Summer term We can assess the impact of the covid recovery implemented during the autumn term and inform plans for the remainder of the year and the rest of KS3 into KS4. Students identified as a serious concern will have targeted intervention. Baseline tests in Yr 7 will also allow us track progress of students through KS3	Appendix 6	Use of national provider to ensure quality and consistency of the assessment data – For students in year 7 who did CATS tests and progress data indicated that the majority of students were making better than expected progress compared to national data. Students needing additional support have been identified as use of this assessment will be used with our next year 7 cohort,	CLK	Spring Term Yr 7 Summer Term
Targeted support this includes: one to one and small group tuition, intervention support/programmes, extended school time					
<p>Baseline: In 2019/20 the school consulted on extending the school day to facilitate a daily 30 minute tutor time session from the 10 minute registration tutor time offered in 2018/19 and this proposal was approved in the Spring term of 2020. This equates to an opportunity of an extra 30 minutes of meaningful learning each day, providing up to an extra 2.5 hours of learning per week. Which over the school year provides almost an additional 4 weeks of learning. Last year extended coursework catch up sessions were piloted and it improved outcomes and engagement of students. Tutor sessions were introduced and while at times its impact was variable it created the necessary change in culture and expectations. DATCAT Trackers were launched in September 2020 to not only identify which questions students had performed less well on in assessments (to ensure these topics were revisited) but also which specific students and student groups required further support to improve their performance and outcomes.</p> <p>Historically, Learning Support provided a variety of small group and individual sessions for those most in need but the structure and process requires a more forensic and diagnostic approach (with the option of before and after school sessions being explored). In light of the pandemic we also need to improve the IT provision in learning support. The school will also need to examine use of the newly created national tutoring programme for 2020/21.</p>					
Action	Intended impact and success criteria	Evidence/ rationale for this choice?	How will you make sure it's implemented well?	Staff lead	Review

PDR intervention for students in Year 11 to address gaps in knowledge in the core subjects; English, maths and science	DATCAT analysis used to identify students needing further intervention Improved progress of the students accessing the sessions	Appendix 1	Targeted sessions with clear aims	CLK	Termly
Extended learning sessions to address weaknesses in practical skills and completion of controlled assessment/portfolios	NTP sessions were not able to run due to the introduction of a national lockdown. This also prevented our ability to offer Saturday sessions in core subjects.		Clear communication with parents		
Additional sessions after school to address gaps in knowledge identified in assessments			Delivered by qualified, subject specialists who will be paid for their additional time		
Use of NTP to provide small group support(1:3) for students most at need					
Additional session at the beginning and end of the school day for SEN students					
Saturday School in core subjects					
Wider strategies / Other approaches this include: supporting parents & carers, access to technology, support during school holidays					
<p>Baseline: A dedicated Attendance Officer and Safeguarding Officer were appointed in January 2020 and the Pastoral House team was doubled. During Lockdown regular calls home to all families were established and these were well received and should be built into the routines of the school year and the school should explore virtual meetings with parents.</p> <p>The school had an established support process in place for those struggling but this is in need of review to ensure it continues to operate appropriately and meets the needs of the students.</p> <p>For some time the school offered Easter School sessions in the build up to GCSE and A Level exams and in 2019/20 the number of extended revision sessions increased. Both of these approaches (after school sessions, holiday sessions) will be racked up significantly as part of the Covid support project. Knowledge Organisers were introduced for Year 7&8 and GCSE Pod for KS4 and both had a significant impact. A new researched based approach to assessment and target setting was introduced in 2019/20.</p> <p>The amount of funding under the covid recovery initiative was not shared before the summer break and so meaningful and effective summer provision could not be implemented in time for the summer of 2020. Moving forward it is hoped that an annual summer school for those most in need and the annual Easter and May half term intervention sessions will continue.</p> <p>With only limited laptops provided by the DFE the school will need to explore how it can best ensure all students are able to access remote education. During lockdown the school piloted google quizzes based on the Knowledge Organiser content and in 2019/20 launched GCSE Pod both of which can be completed on a mobile phone. This provision needs to evolve and improve.</p>					
Action	Intended impact and success criteria	Evidence/ rationale for this choice?	How will you make sure it's implemented well?	Staff lead	Review
ADHD foundation Partnership	Access to resources to support individuals on SEND pathway Structured programme of staff training in highlighted areas of need – Mental Health, ADHS, ASC. Training highlights strategies to support T&L	Appendix 1	Impact reviews from SEND Provision Map tracking Forensic analysis of student data	PAM / Imc	Half termly

	<p>Access to 2 days P/W of Therapeutic Counselling for students with social, emotional and behavioural trauma.</p> <p>Development of secure parental pathways and links to training materials and resources.</p> <p>Improved engagements of students</p> <p>Staff T&L6 awareness increased</p>				
Appoint a Behaviour & Inclusion, Ready to Learn Co-ordinator	<p>To support students who demonstrate challenging oorganize and liaise with parents / carers, teaching and support staff to support their progress and development, equipping them to be Ready to Learn.</p> <p>To track, monitor and evaluate student progress, which will play a key part in reducing exclusions, improving student engagement and ensuring the development of high performing, impactful oorganize systems in school.</p>	Appendix 1	<p>Successful appointment to new role</p> <p>Clear & direct instruction on expectations for the role</p> <p>Forensic analysis of student data</p> <p>Fortnightly meetings as part of iTas concerns schedule</p>	PAM	Fortnightly Half termly
Introduce knowledge organisers into y9 and knowledge oorganizer quizzes across KS3	<p>Knowledge organisers for years 7 – 9 provided, with regular low stakes quizzes associated with these.</p> <p>Centralised tracking, reminder and sanction system in place, over 95% of students are now completing these.</p> <p>These will support students in securing new knowledge and those who may face further periods of isolation during the current academic year.</p> <p>Do now activities include regular retrieval practice to help embed key knowledge needed for further learning</p>	Appendix 3 and 5.	<p>Knowledge 6organizer quizzes monitoring completion</p> <p>Lesson drop ins to monitor use of knowledge organisers</p>	GB	Fortnightly monitoring of KOP quizzes
Feb/Easter/May Half Term School – national lockdowns and covid restrictions prevented this but session were run at Easter	<p>DATCAT analysis used to identify students needing further intervention.</p> <p>Improved progress of the students accessing the sessions</p>	Appendix 1	<p>Targeted sessions with clear aims</p> <p>Clear communication with parents</p> <p>Delivered by qualified, subject specialists who will be paid for their additional time</p>	CLK	
Summer school in 2021	<p>Improved progress of the students accessing the sessions</p> <p>Improved engagement of students accessing sessions</p> <p>Improved GCSE outcomes of those accessing sessions</p> <p>Spread of the delta variant resulted in large numbers of students isolating and prevented summer schools for students in years 7 -10.</p> <p>We did however offer summer school to support year 6 into 7 transition.</p>	Appendix 1	<p>Ensure summer school has a clearly focussed remit</p> <p>Careful selected students and staff to deliver sessions</p> <p>Sufficient time for planning of quality provision</p> <p>Clear communication with plenty of advance notice for parents</p>	tbc	Sept 2021

Implement remote parents evening	Trial school cloud app software with during the autumn term Evaluate trial and implement for all year groups if successful Improved communication and collaboration with parents	Appendix 1	Trial run initially carried out Clear communication and instructions Shared with staff/parents Gather feedback from stakeholders	PGG	Dec 2020
Implement Future in Mind project – National lockdown and staffing changes prevented the implementation of this project	Access to Mental Health & Well-being training and resources to remove the stigma related to mental health and best support all of our students across the school. Targeted support for students whose mental health / well-being has been highlighted as a concern, including improved access to CAMHS partnership / external agencies. Parental programmes delivered on how to support your child's mental health. Referrals managed through our iTas concerns schedule. Students feel safe and supported in school - student voice feedback	Appendix 1	Map training across CPD calendar Schedule parental engagement programmes across the academic year Review sessions once delivered via stakeholder feedback	PAM / I Mc	Ongoing
Implement a laptop library	Source laptops Survey parents to identify students who have difficulty accessing remote education Loan laptops to students in need whilst they isolate Reduce the impact of further isolation periods on pupil progress	Appendix 1	Clear communication and instructions shared with staff/parents Gather feedback from stakeholders	PAM	Dec 2020

ADDITIONAL INFORMATION

Appendices

Appendix 1: EEF T&L toolkit <https://educationendowmentfoundation.org.uk/public/files/Toolkit/complete/EEF-Teaching-Learning-Toolkit-October-2018.pdf>

Appendix 2: EEF guide to support school planning https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2020-21.pdf

Appendix 3: Rosenshine's Principles of Instruction - https://www.orientation94.org/uploaded/MakalatPdf/Manchurat/EdPractices_21.pdf

Appendix 4: Sweller Cognitive Load Theory - <https://impact.chartered.college/article/shibli-cognitive-load-theory-classroom/>
https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/DfE's_catch-up_premium_guidance

Appendix 5 a knowledge rich curriculum <https://educationendowmentfoundation.org.uk/news/eef-blog-what-do-we-mean-by-knowledge-rich-anyway/>

Appendix 6 <https://schoolleaders.thekeysupport.com/curriculum-and-learning/raising-attainment/approaches-to-raising-achievement/school-reopening-accelerate-learning/?marker=visited-articles>

Monitoring the impact and effectiveness of Catch-Up Premium expenditure

IMPACT EVALUATION & QUALITY ASSURANCE

Curriculum plans have been amended based on assessment data to address identified gaps in knowledge. Although the cancellation of exams makes the impact of the covid recovery plan more difficult to determine, the results of the students are indicative. At KS5 the L3VA was 0.39 which is an improvement of the previous year at 0.28 and the 2019 data which was -0.18. The academic average grade has also increased from a C in 2019 to a grade B. In addition, all students who applied to university were successfully placed.

At ks4 the p* according to smid (data not officially published) was 0.26, this compares to 0.37 in 2020 and 0.2 in 2019.

At KS3 we introduced the use of CATS tests and nationally benchmarked GL assessments to give us further data to assess progress and identify students who need additional support. The first data collection indicated that considerably more students in our current year 8 cohort attained much higher than expected than in the national sample in both English & Maths at the end of year 7 providing further evidence that our KS3 students are making progress. Moving forwards these assessments will be completed at the beginning of year 7 so we can baseline students and again at the end of year 8 so we can measure progress, but crucially identify students who need further support before the end of KS3.

English discrepancy category	National	Group	
	%	%	No. of students
Much higher than expected English attainment	10%	23%	71
Higher than expected English attainment	15%	19%	60
Expected English attainment	50%	38%	120
Lower than expected English attainment	15%	12%	36
Much lower than expected English attainment	10%	8%	25
Total	100%	100%	312

Maths discrepancy category	National	Group	
	%	%	No. of students
Much higher than expected maths attainment	10%	12%	39
Higher than expected maths attainment	15%	22%	70
Expected maths attainment	50%	47%	150
Lower than expected maths attainment	15%	13%	41
Much lower than expected maths attainment	10%	5%	16
Total	100%	100%	316

Feedback from parents and staff regarding remote parents evenings was very positive. As a consequence, this has been rolled into the 2021-22 academic year.

A week long summer school for students transitioning from year 6 into 7 was offered. feedback from parents and students indicated that this was beneficially in supporting transition and ensuring students and parents were confident and prepared (see summer school report).

Students are regularly using knowledge organisers and 81% of parents agree that they know how to support their child using the knowledge organiser. These have therefore been rolled into year 10 also for next academic year.