

# Catch-Up Premium Plan

## Holy Family Catholic High School

Summary information					
School	Holy Family Catholic High School				
Academic Year	2020-21	Total Catch-Up Premium	£35,936	Number of pupils	890

### Guidance

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil from reception through to 11.

As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.

Use of Funds	EEF Recommendations
<p>Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on <a href="#">curriculum expectations for the next academic year</a>.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a <a href="#">coronavirus (COVID-19) support guide for schools</a> with evidence-based approaches to catch up for all pupils. Schools should use this document to help them direct their additional funding in the most effective way.</p>	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Supporting great teaching</li> <li><input type="checkbox"/> Pupil assessment and feedback</li> <li><input type="checkbox"/> Transition support</li> </ul> <p>Targeted approaches</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> One to one and small group tuition</li> <li><input type="checkbox"/> Intervention programmes</li> <li><input type="checkbox"/> Extended school time</li> </ul> <p>Wider strategies</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Supporting parent and carers</li> <li><input type="checkbox"/> Access to technology</li> <li><input type="checkbox"/> Summer support</li> </ul>

## Identified impact of lockdown

<b>Maths</b>	<p>Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Pupils still have an appetite for maths and lockdown has not affected their attitudes however they are quite simply, 'behind'.</p> <p>Recall of basic skills has suffered - pupils are not able to recall times tables and have forgotten once taught calculation strategies and exam technique.</p>
<b>English</b>	<p>Pupils haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. Those who have maintained writing throughout lockdown are less affected, however those who evidently didn't write much have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write.</p>
<b>Reading</b>	<p>Pupils accessed reading during lockdown as this is something that was more accessible for families and required less teacher input. However, pupils are less fluent in their reading and the gap between those children that read widely and those children who don't is now increasingly wide. Year 7 pupils assessed using GL Guided reading showed 32 reading one or more years below chronological reading age.</p>
<b>Science</b>	<p>There are now significant gaps in knowledge – whole units of work have not been taught meaning that children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on the curriculum experiences e.g. practical work, trips, visitors and powerful curriculum moments.</p>
<b>Non-core subjects</b>	<p>In some coursework based subjects there is assignment work not yet complete, this is not a significant issue except in Year 11 and Year 13. In all subjects there are now gaps in knowledge and a dip in confidence using subject specific vocabulary. For Year 9 and Year 10 the pressure is alleviated by having a three-year Key Stage 4 which is now allowing time to catch-up. For Year 11 and Year 13 there is insufficient time to plug all the identified gaps – see below.</p>
<b>Exam year groups</b>	<p>Students in exam groups have increased levels of anxiety caused by uncertainty around the 2021 examinations. Pupils are being asked to simultaneously prepare for assessments that may count towards 'centre assessed grades' while also looking ahead to an uncertain examination season, with changes still being discussed. The pupils are also being asked to work very hard to 'plug gaps' in knowledge and this has had a knock-on effect on wellbeing and self-motivation.</p>

**Planned expenditure** - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools)

**i. Teaching and whole-school strategies**

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review?
<p><u>Support great teaching to close gaps.</u></p> <p>Continue with T&amp;L priorities for new way of working with pupils and/or staff isolating.</p> <p>Ensure that the 'making it stick' strategies are embedded.</p>	<p><b>Continue sharing of best practice within Archdiocese network and through virtual CPD events where appropriate.</b></p> <p><b>Continue pre-lockdown development on curriculum sequencing and refine the KS3 schemes of work.</b></p> <p><b>Further purchase of visualisers for every classroom.</b> <b>£1,000</b></p>		MSY/CAM	
<p><u>Use intelligent learning software to develop independent learning at home.</u></p> <p>The resources available within packages like SENECA and Tassomai are placed onto Teams (remote learning) or onto Class Charts (homework) which will allow for strong independent learning at home.</p>	<p><b>Seneca Learning.</b></p> <p><b>Tassomai</b></p> <p><b>Massolit</b></p> <p><b>GCSEPod</b></p> <p><b>Hodder PE</b></p>	For students accessing resources regularly, improved progress is seen in key assessment points and mock examinations.	SL's / DH	
<p><u>Prepare Year 11 and Year 13 pupils for examinations.</u></p> <p>Teachers have a very clear understanding of what gaps in learning remain and use this to inform revision and catch-up lessons.</p> <p>Pupils receive revision lessons that explicitly show them techniques to prepare for assessments.</p> <p>Flexibility within the Year 11 curriculum for a small number of identified students to drop a qualification to concentrate on core subjects or wellbeing.</p>	<p><b>Elevate Education Student and Parent Seminars.</b> <b>£3,600</b></p> <p><b>Purchase of revision materials for all Y11 and Y13 pupils including exam packs, flash cards, revision guides, UpLearn subscription, GCSEPod subscription.</b> <b>£2,650</b></p> <p><b>Year 11 option subjects are staffed (15hrs per fortnight) so that students can drop an option and replace it with study time.</b> <b>£6,062</b></p> <p><b>Deliver full programme of revision strategies in PSHE time to allow Y11 and Y13 to be better prepared.</b> <b>£4,000</b></p>	<p>Year 11 and Year 13 students are well prepared for the new exams.</p> <p>Evidence is seen in mock examination results.</p>	KP	
<p><u>Identify and support students who need reading catch-up</u></p>	<p><b>Direct leadership time from the SENDCO.</b></p>		MP	

<p>Identified children are able to access daily morning Lexia catch-up intervention (25mins per day) and small group reading support from The Tutor Trust.</p> <p>They will be able to comprehend reading better as a result of being able to read at pace without spending their working memory decoding. They will be confident readers and dips in reading attainment will be negated.</p>	<p><b>Restructure literacy TLR to enable LJ to take a lead on Year 7 catch-up and allow AR to deliver the whole school.</b></p> <p style="text-align: right;"><b>£2,530</b></p> <p><b>Increased licences for Lexia.</b></p> <p style="text-align: right;"><b>£1,900</b></p> <p><b>Two additional teaching assistants to a total of 4 additional hours per week.</b></p> <p style="text-align: right;"><b>£1,800</b></p> <p><b>The Tutor Trust small group intervention sessions for Year 7 and Year 8 identified poor readers.</b></p> <p style="text-align: right;"><b>£4,530</b></p> <p><b>Purchase new age appropriate books to support reading at home.</b></p>	<p>Pupils who benefit from the reading intervention are tracked with the Lexia programme and will have their reading age re-assessed using the GL Baseline.</p>		
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ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>Access National Tutoring Programme.</u></p> <p>Access Government funded support for small group tuition in core subjects for identified students.</p>	<p><b><i>The Tutor Trust small group intervention package for English and maths for 15 students for 15 weeks on a rolling programme.</i></b></p> <p><b><i>Elevate Education Study Skills package for all Year 11.</i></b></p>	<p>Identified Year 11 pupils will have significantly improved knowledge and understanding of English, mathematics and science. They will be able to tackle their GCSE examinations with increased confidence and drop in attainment will be negated.</p>	<p>KP/ABR</p>	
<p><u>Provide virtual work experience and employer contact through adapted Careers Programme</u></p> <p>Work experience, college and university visits and other seminars cannot take place face-to-face. This means that we must create opportunities for students to engage with employers, colleges and universities remotely.</p>	<p><b><i>VWE package</i></b></p> <p><b><i>LJMU virtual University Webinars (all Y11 to access)</i></b></p> <p><b><i>Medics work experience days (Y12 and Y13).</i></b></p>	<p>All Y11 and Y13 have accessed virtual events and a 1-2-1 careers interview.</p>	<p>LC/GBE</p> <p>CH/JN</p>	

<u>Extend school hours to target small group catch-up in all subjects</u>		Students who have benefitted from extended sessions show improved progress in key assessments.		
Identified children are able to access a weekly catch-up intervention (1.5hrs per night). The attainment of those identified children improves and effect of lockdown is becoming negated. Parents are supportive of the club and understand the identification process.				
<u>Ensure parental engagement is maintained with 'virtual' meetings.</u>	<b>School Cloud Software and training.</b>			
		<b>£699</b>		

<b>iii. Wider Strategies</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Impact (once reviewed)</b>	<b>Staff lead</b>	<b>Review date?</b>
<u>Support pupils social and emotional needs.</u>				
Ensuring that pupils adapt to new routines and measures in school.	<b>Attitudinal survey.</b>			
		<b>£2,500</b>		
Support pupils dealing with COVID anxiety, bereavement and challenges of lock-down.	<b>Adapted PSHE programme.</b>			
	<b>Additional counselling time.</b>			
		<b>£1,250</b>		
	<b>Resources for pupils to support new school routines like mini-whiteboards, goggles, earbuds etc.</b>			
		<b>£6,500</b>		
			<b>Total budgeted cost</b>	<b>£39,021</b>
			<b>Cost paid through Covid Catch-Up</b>	<b>£35,936</b>
			<b>Cost paid through school budget</b>	<b>£ 3,085</b>