

## Mount Carmel RC High School - Covid-19 Catch-up premium strategy 2020 – 2021

### Funding allocation (Mainstream Schools):

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

### Payments:

This funding will be provided in 3 tranches. We will provide schools with an initial part payment in autumn 2020, based on the latest available data on pupils. We will then distribute a second grant payment in early 2021, based on updated pupil and place data. For mainstream schools, we will use the 4 to 15 pupil head count from the October 2020 census. The second grant payment will also take account of the initial part payment made in autumn 2020 so that schools will receive a total of £46.67 per pupil. A further £33.33 per pupil will be paid during the summer term 2021. Though funding has been calculated on a per pupil basis, schools should use the sum available to them as a single total from which to prioritise support for pupils according to their need. 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:

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 curriculum expectations for the next academic year.

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

### Accountability and monitoring:

As with all government funding, school leaders must be able to account for how this money is being used to achieve our central goal of schools getting back on track and teaching a normal curriculum as quickly as possible.

Summary Information:					
School	Mount Carmel RC High School Accrington. BB5 0LU		Academic Year		2020/21
School Lead	Mr K Georgy	Catch-up Premium allocation (No. of pupils x £80)			£63,520
Total number of pupils (October 2020 Census)	794	% of pupils eligible for PP	36%	Dates for future internal review of this strategy	April 2021 July 2021 Sept. 2021 Oct 2021

<b>Teaching and whole school strategies</b>						
<ul style="list-style-type: none"> <li>Supporting first quality teaching</li> <li>Pupil assessment and feedback</li> <li>Transition support</li> </ul>						
<b>Supporting great teaching</b>						
<b>Support Strategy</b>	<b>Rationale/Evidence</b>	<b>Specific Strategy</b>	<b>Success criteria</b>	<b>Intended Impact</b>	<b>Lead</b>	<b>Cost</b>
<b>Pedagogy enhancement Y7 - Y11</b>	Research into how pupils learn and remember has evidenced that knowledge organisers support information retrieval and provide pupils (and teachers) with clear criteria for what needs to be learnt for each unit.	Generation and implementation of knowledge organisers for use across both key stages in each curriculum area.	<p>Knowledge organisers generated and implemented for KS4 for all subject areas – autumn term 2020.</p> <p>Knowledge organisers generated and implemented for KS3 for all subject areas – spring term 2021.</p>	<p>Increased knowledge recall across all year groups.</p> <p>Improved performance in end of unit tests.</p> <p>Reduced number of below/well below track across the termly data drops</p>	<b>CFY</b> CLs KGY	£2500
<b>Pedagogy enhancement Y7 - Y11</b>	Research into how pupils learn and how the memory works provides clear evidence that retrieval practice is essential for the development of the long-term memory.	Focus on 'Retrieval strategies' leading to all pupils knowing more and remembering more of the common curriculum being taught	<p>Evidence-based strategies for supporting pupils' learning potential in knowing more and remembering more are embedded in the curriculum maps and routes.</p> <p>Retrieval practice is evident in all school/department monitoring activities.</p>	<p>Increased knowledge recall across all year groups.</p> <p>Improved performance in end of unit tests.</p> <p>Reduced number of below/well below track across the termly data drops</p>	<b>CFY</b> T&L CLs KGY	£0
<b>Pedagogy enhancement Y7 - Y11</b>	Formative feedback is one of the most effective strategies for improving pupil progress and the quality of teaching and learning in the classroom.	Purchase mini whiteboards, pens and stationery supplies for all pupils in Years 7 – 11.	Pupil packs issued to all pupils across all year groups.	This action will enable staff to formatively assess the understanding of all pupils in the classroom, without having to walk around the classroom.	<b>CFY</b> JBR	£3000

	(D.Wiliam / EEF research / Rosenshine)			Packs will also allow ALL pupils to access remote learning.		
<b>Access to wider reading Y7 - Y11</b>	EEF: 'Improving Literacy in Secondary Schools' 2019.	Purchase additional tutor reading book sets to broaden the menu of books available and increase pupil engagement in the DEAL whole school literacy strategy.	The book sets purchased will include BAME authors to ensure a diverse menu for tutor reading.  Pupils are exposed to a greater number of words and challenging texts.	Pupils are developing a wider and more appropriate vocabulary range for subsequent use across the curriculum. Increased reading fluency / comprehension through teachers modelling how to read and using 'Think Aloud' and 'Reciprocal Reading' strategies.	<b>NSE</b> CAH KPP	£3000
<b>Pedagogy enhancement Y7 - Y11</b>	The EEF Guide to Supporting School Planning: A Tiered Approach to 2020-21	No pupils to miss lesson learning time in Year 11; 'Protect every lesson like it was their last' to avoid any further gaps in knowledge.	Closer monitoring of school calendar.  Reduction in lessons missed by pupils unless activities have a direct impact on learning / closing the gap.	Gaps in learning are reduced, with pupils spending more time in front of their teacher.  Attendance to lessons shows an improving trend in all year groups.	<b>PDE</b> SLT	£0
<b>Pedagogy enhancement Y7 - Y11</b>	Technology can help teachers model in new ways and provide opportunities to highlight how experts think as well as what they do but may be most effective when used as a supplement rather than a substitute for other forms of modelling.	Purchase classroom visualisers for all classrooms to support the fact staff can no longer walk the classroom freely. Include staff training on how to use visualisers effectively in CPD schedule and follow up sharing best practice	Visualisers available in all classroom that are easily accessible when moving rooms.  Visualiser becoming a part of a teacher's typical pedagogy	These will support high quality T&L as they will enable staff to model WAGOLs from the front (staff cannot freely move around the classroom – Covid-19 RA)	<b>PDE</b> <b>CFY</b> LRN	£500
<b>Access to technology Y7 - Y11</b>	Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom.	Purchase 30 laptops and a laptop recharging trolley that can be portable to support any catch-up sessions around school as appropriate	Pupils have improved access to technology throughout school. The laptops will also be used for after school catch-up sessions as part of the whole school initiative.	This will mean more pupils have access to computers during their catch-up sessions. It will also help Y11 with coursework / controlled assessments.	<b>PDE</b>	£12,600

<b>Independent skills development Y10 - Y11</b>	Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress	Purchase study skills guides for all pupils at KS4 to ensure independent work and revision is enhanced. Run workshops within school to develop knowledge of strategies.	Pupils develop confidence in independent study and revision skills. Pupils have the knowledge and skills to generate bespoke revision timetables and strategies.	Revision notes, cards and timetables will be randomly sampled across key groups of pupils for quality. Improvement in attainment and progress scores performance between PPEs and summer GCSEs.		£640
<b>Teaching assessment and feedback</b>						
<b>Support Strategy</b>	<b>Rationale/Evidence</b>	<b>Specific Strategy</b>	<b>Success criteria</b>	<b>Intended Impact</b>	<b>Lead</b>	<b>Cost</b>
<b>Low stakes testing Y7 - Y11</b>	Feedback studies tend to show very high effects on learning. While it is important to understand the potential benefits of feedback, it is also important to be aware of the limitations of feedback as a teaching and learning approach.	Frequent Low Stakes Testing to improve pupil assessment and feedback. Include how to effectively use low stakes strategies in school CPD programme for teachers and follow up sharing of best practice.	Improve knowledge of gaps by more frequent and effective use of online platforms in lessons. Eg subject apps, LBQ, Seneca, Kerboodle, google forms, Kahoot.	Gaps identified provide feedback for intervention.  An upward trend in all year groups for pupils on or above target.	<b>CFY</b> <b>KGY</b>	£18,000
<b>Literacy ability Y7 only</b>	'No More Marking' is an informed, national assessment approach that allows schools to standardise their pupils' writing against hundreds of schools nationally which helps to secure robust assessment protocols.	The 'No More Marking' assessments to be completed by all Year 7 pupils in English in the autumn term 2020 with the program continued in spring and summer terms.	Identification of the ability of our new Year 7 cohort with regards to literacy. Teacher access to a pupil's literacy age to inform their teaching practices.	Ensure Y7 are set more accurately, based upon additional robust data.  Teachers plan more effectively based upon the additional data (pupils' writing ages)	<b>KGY</b> <b>NSE</b>	£250

**Transition support**

<b>Support Strategy</b>	<b>Rationale/Evidence</b>	<b>Specific Strategy</b>	<b>Success criteria</b>	<b>Intended Impact</b>	<b>Lead</b>	<b>Cost</b>
<b>Transition Y7</b>	It is important that Y6 > Y7 is as smooth as possible. Especially in 2020 and 2021.	Two days of transition were allocated for Y7 at the start of the Autumn term 2020. SENCo to support Yr 7 SEND by meeting with all parents before the start of the year, gathering information to preparation for IEPs.	Ensure school primary strategy is effectively delivered by Y7 PL and APL. All IEPs have been completed by 1 September and are centralised, as well as being included in all teachers' context folders.	All pupils report settling into life at secondary school with a smooth transition. (Pupil survey).  The vast majority of parents report a smooth transition at Y7 settling in parents evening. (Oct 2020)	<b>PDE</b> <b>ELE</b> <b>JCS</b> <b>DSY</b>	£0
<b>Transition Y11</b>	It is important that Y11 have a smooth transition into post 16 and continue to receive high quality CEIAG advice and guidance.	CEIAG Co-ordinator to effectively support all Y11 and work closely with local post-16 providers to ensure all pupils are aware of the curriculum offer and application process.	All Y11 to have a 1:2:1 CEIAG interview. All Y11 complete a personal statement and take part in a mock interview day or have a follow up interview. All Y11 complete at least 2 applications to post-16 providers by Easter 2021	All Y11 secure a place at a post-16 provider on appropriate qualification and complete the course of study.  NEET is at least in line with if not better than NA	<b>KGY</b> <b>CBT</b>	£0

**Targeted approaches**

- One to one and small group tuition
- Intervention programmes
- Extended school time

**One to one and small group tuition**

<b>Support Strategy</b>	<b>Rationale/Evidence</b>	<b>Specific Strategy</b>	<b>Success criteria</b>	<b>Intended Impact</b>	<b>Lead</b>	<b>Cost</b>
<b>One to One Y10 Catch up tutoring programme.</b>	Evidence indicates that one to one tuition can be effective, delivering approximately five	One to one tuition provided by external tutors be additional to, but explicitly linked with,	Identify pupils in Y10 that have fallen behind during COVID-19 pandemic in EM. High levels of pupil	90% of Y10 pupils engage in weekly 121 catch up sessions. Improving trend of pupils on or above target in EBACC + other	<b>KGY</b> <b>CFY</b> <b>KGY</b> <b>NSE</b>	TBC

	additional months' progress on average.	normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.  <b>Further details TBC – Once schools reopen</b>	engagement in the programme.	pupils. Number of places TBC based on funding	LRO	
<b>Small group tuition Y11 only</b>	Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Tuition in groups of two has a slightly higher impact than in groups of three, but a slightly lower impact than one to one tuition.	Small group tuition for Y11 targeted pupils in mathematics and English.	High levels of pupil engagement. Correct identification and allocation of pupils to a tutor. Reduction in the gaps in learning.	Improved percentage attainment at grades 4+ and 5+. Increased number of pupils working at / above GCSE target grades. Reduced NEET figure.	NSE LRO	£0
<b>Intervention programme</b>						
<b>Support Strategy</b>	<b>Rationale/Evidence</b>	<b>Specific Strategy</b>	<b>Success criteria</b>	<b>Intended Impact</b>	<b>Lead</b>	<b>Cost</b>
<b>Targeted Academic Support Y7 - Y9</b>	The evidence indicates that, on average, pupils make two additional months' progress per year from extended school time and, in particular, through the targeted use of before and after school programmes. There is some evidence that disadvantaged pupils benefit more, making closer to three months' additional progress. There are also often wider benefits for low-income pupils, such as increased attendance at school, improved	Bespoke English & maths twilight learning for Year 7,8,9 pupils, specialists at the school delivering additional lessons online/ through teams and in person to targeted pupils.  <b>Further details TBC – Once schools reopen</b>	Pupils identified following baseline tests/department assessment systems. Access for targeted pupils to get small group support in specific areas. 6-week blocks per group identified	Pupils that are targeted to attend, have at least 90% engagement in sessions.  Pupils to improve by at least one grade in target subject from baseline starting point.	<b>KGY</b> NSE LRO CFY	TBC

	behaviour, and better relationships with peers.					
<b>Extended school time</b>						
<b>Support Strategy</b>	<b>Rationale/Evidence</b>	<b>Specific Strategy</b>	<b>Success criteria</b>	<b>Intended Impact</b>	<b>Lead</b>	<b>Cost</b>
<b>Curriculum Catch-up Y7 - Y10</b>	We need a member of staff to co-ordinate the school catch up programme. They will work closely with pupils, parents and staff to ensure they catch up as soon as possible, especially in EM.	Ensuring pupils' work is quality assured, and support is made available to pupils not engaging in remote learning when isolating as a close contact.	All incomplete/poor quality work is caught-up afterschool with the help of learning coaches. English and maths prioritised initially.	Pupils don't fall further behind their peers. Pupils complete all work set as if they attended school. Progress data shows a consistent progression path.	<b>EPL CLs</b>	£9000 (to date)
<b>Additional Learning Support (ALS) Y11 only</b>	The Y11 ALS programme has been in place for 3 years and is reviewed each year. A variety of approaches have been used to provide additional support for pupils who need to fill gaps in learning or misconceptions.	Bespoke ALS program for Y11 pupils available 4 evenings per week with access to a subject specialist.	90% pupil attendance at all ALS subject sessions. ALS allocation updated following data drops with pupils allocated to the areas where they are furthest behind.	Improving trend in Y11 pupils that are on / above GCSE target grades.	<b>KGY CLs</b>	£0

<b>Wider strategies</b>						
<ul style="list-style-type: none"> <li>• Supporting parent and carers</li> <li>• Access to technology</li> <li>• Additional Support for SEND and Disadvantaged</li> </ul>						
<b>Supporting parents and carers</b>						
<b>Support Strategy</b>	<b>Rationale/Evidence</b>	<b>Specific Strategy</b>	<b>Success criteria</b>	<b>Intended Impact</b>	<b>Lead</b>	<b>Cost</b>
<b>Attendance Y7 - Y11</b>	Research shows that overall absence had a negative link to attainment, with every extra day missed associated with a lower chance of achieving 5 or more good GCSEs or equivalent at grades 9-4 including in English and mathematics.	Ensure the school attendance and punctuality policy is effectively implemented by the pastoral team across school. Introduce regular rewards for good / improved attendance.	Improved attendance in all year groups of pupils in comparison to previous year. Rewards to be frequent and meaningful to pupils and parents.	Attendance has a higher profile with all stakeholders, especially SEND and disadvantaged pupils. Increase parent cooperation with some hard-to-reach families regarding attendance leading to an improvement in attendance figures.	<b>JHL</b> PLs	£1200  (£400 per term)
<b>Remote online learning support Y7-Y11</b>	Ensure remote learning is as effective as possible for all pupils and families. Remote learning will follow the normal school timetable for all pupils in all year groups.	We will use a combination of MS Teams and Show My Homework to deliver online remote learning.  <b>(Online remote learning school policy).</b>	All pupils are able to access remote education either at home or onsite in school. Parents and pupils are effectively supported from an educational and welfare aspect	Pupils across all year groups are able to access remote learning with minimal impact to the curriculum offer. No pupils to fall behind, especially SEND and disadvantaged pupils.	<b>CFY</b> SLT CLs PLs	£6800 (2yrs)
<b>Parental engagement Y7 - Y11</b>	Well-designed school communications can be effective for improving attainment and a range of other outcomes, such as attendance.	A new online system in place for parents' evenings in 2020/21 using school cloud. A COVID centre has been included on the school website. The HT and SLT post weekly video messages to parents.	A minimum of 90% levels of parental engagement across all parents' evenings in 2020/21. High levels of hits on video messages on the school website.	To ensure that the school – home partnerships remain strong during the COVID-19 pandemic and as we recover from the pandemic. To ensure parents are well informed and kept up to date with changes in government guidance and the implications for schools and families.	<b>KGY</b>	£800
<b>Additional</b>	Evidence suggests that the impact of Covid-19 has hit the most	Weekly DSL meetings that focus on the vulnerable pupils as identified through	SENCo to ensure all EHCPs and IEPs are being put in place during	Pupils and families all well supported to ensure the SEND pupils achieve at least as well as	<b>DSY</b> CLs	£0



<b>Support for SEND pupils and families. Y7 – Y11</b>	vulnerable families the most, in particular SEND pupils and families. We have nearly 20% SEND on roll.	various school monitoring and tracking systems will identify SEND pupils who are cause for concern and ensure we can put effective intervention in place ASAP to remove the barriers to learning.	pandemic for SEND. Provide all staff with key areas of focus to support SEND and if appropriate additional advice and guidance.	non-SEND equivalent. Staff are provided high quality advice and guidance by SENCo. SEND pupils are monitored and tracked daily and weekly by SENCo.		
<b>Additional Support for Disadvantaged pupils and families Y7 – Y11</b>	Evidence suggests that the impact of Covid-19 has hit the most vulnerable families the most, in particular disadvantaged pupils and families. We have nearly 40% disadvantaged pupils on roll.	Weekly DSL meetings that focus on the vulnerable pupils as identified through various school monitoring and tracking systems will identify disadvantaged pupils who are cause for concern and ensure we can put effective intervention in place ASAP to remove the barriers to learning. <b>Please see the school pupil premium strategy for disadvantaged pupils.</b>	PP school lead to ensure disadvantaged pupils do not fall behind any more than non - disadvantaged pupils during the pandemic. Ensure all staff are using the key strategies to support disadvantaged pupils working remotely online at home or in school and if appropriate provide additional advice and guidance.	All staff are using the KNOW and SAFE strategies to effectively support disadvantaged pupils online at school and at home. Disadvantaged pupils and families all well supported to ensure the pupils achieve at least as well as non-disadvantaged pupils of equivalent ability. During lockdown / self-isolation, disadvantaged pupils are provided with a food parcel each week.	<b>PDE</b> <b>CLs</b> <b>BGY</b>	£0
<b>Access to technology</b>						
<b>Support Strategy</b>	<b>Rationale/Evidence</b>	<b>Specific Strategy</b>	<b>Success criteria</b>	<b>Intended Impact</b>	<b>Lead</b>	<b>Cost</b>
<b>Facilitating remote learning Y7 - Y11</b>	Studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months' progress. Technology should be used to supplement other teaching, rather than replace more traditional approaches.	Pupils identified across all year groups with lack of adequate equipment or connectivity issues. Provide laptops and wireless connection devices for all pupils, particularly, disadvantaged pupils and those identified as vulnerable.	All pupils have the necessary equipment to access remote learning opportunities. Provide pupils and families advice and guidance on how best to use MS Teams and SMHK.	Ensure attendance at online live lessons and use of SMHK is high.	<b>CFY</b> <b>PDE</b> <b>LRN</b>	£5700
<b>Total spend to date:</b>					<b>£63,990*</b>	

\*Overspend to be covered from the school budget.