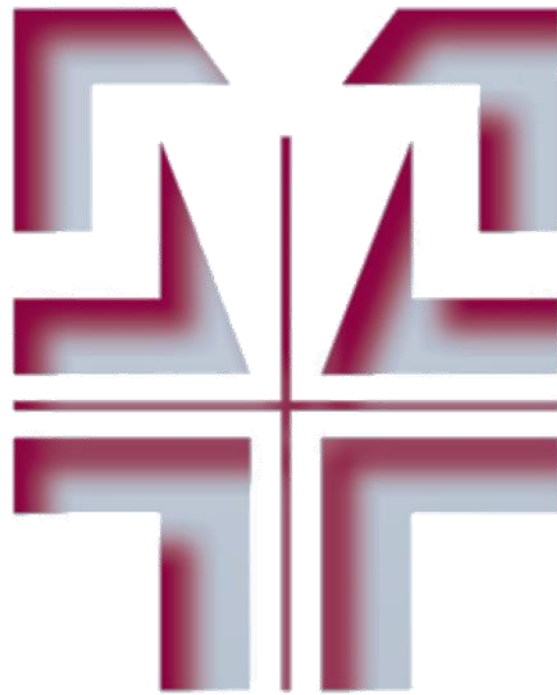


# Saint Michael's CE High School

*A Church of England Academy*



**Therefore, choose**

Catch-up premium 2020/21

# ST MICHAEL'S CHURCH OF ENGLAND HIGH SCHOOL

## A BRIEF SUMMARY OF OUR CHRISTIAN VISION

Our motto is '**Therefore choose [life]**' from Deuteronomy.



We understand this to mean growing in **body, mind and spirit**, so that all who learn and work here may flourish, experiencing the joy and hope of '**Life in all its fullness**'.

**This is further explained in our Mission Statement,**

*'As a vibrant learning community  
we choose to serve God,  
pursue excellence  
and celebrate the uniqueness of each individual.'*

# COVID-19 catch-up premium spending: summary

## SUMMARY INFORMATION

Total number of pupils:	1131	Amount of catch-up premium received per pupil:	£80.00
Total catch-up premium budget:	£90,640		

## STRATEGY STATEMENT

During the pandemic, we endeavored to reduce the impact of lockdown through structured timetabled lessons, monitoring of engagement, providing pupil feedback, and identifying pupils requiring extra support. However, we acknowledge the toll lockdown has had on the academic progress of some pupils, the impact on wellbeing and the loss of wider curricular learning opportunities. Our strategy to address the impact of the pandemic is embedded within our Christian vision for all pupils to grow in body, mind and spirit.

### Catch-up priorities

- Quality first teaching will remain a priority, benefitting disadvantaged pupils and their peers.
- Develop and improve our remote provision when/if required and increase the proportion of live lessons.
- Identify individual academic and wellbeing needs, and resource and develop intervention opportunities.

### Core approach

- Within lessons we will use frequent low stakes AFL (Assessment for learning) strategies to identify and address gaps in learning.
- Review curriculum plans and increase opportunities for retrieval and mastery.
- Increase staffing to facilitate intervention in English and prioritise support with reading.
- A planned programme of Mastery lessons in mathematics and English prior to Year 11 mock exams.
- Provide additional laptops to be used for intervention in English and mathematics.
- Increasing communication with pupils and parents/ carers through telephone calls, surveys and virtual consultation evenings.
- Trial after school National Tutoring Program in English and mathematics.
- A planned programme of staff CPD and pupil workshops to support recovery and wellbeing.
- Enhance our Christian Value Enrichment days and to support the wider curriculum such as our Year 9 Enrichment Program.

### • Overall aims

- To reduce the attainment gap between disadvantaged pupils and their peers.
- To raise the attainment of all pupils to close the gap created by COVID-19 school closures.
- Support pupil wellbeing.

# Barriers to learning

## BARRIERS TO FUTURE ATTAINMENT

### Academic barriers:

A	Time remaining to deliver and reinforce key concepts.
B	In recent years, the percentage of disadvantaged pupils entering Year 7 with low levels of literacy (9% in 2020, 9% in 2019, 30% in 2018)
C	In recent years, the percentage of disadvantaged pupils entering Year 7 with low levels of maths scores ( 30% in 2018).
D	The impact of remote learning and extended absence due to contact tracing. Covid-19 restrictions and their impact on practical subjects.

## ADDITIONAL BARRIERS

E	The emotional wellbeing of some pupils can be a barrier to learning.
F	Some pupils (including disadvantaged) have limited access to a supportive learning environment and resources outside of school.
G	Access to ICT resources for disadvantaged pupils and larger families if further isolation is required.

## Planned expenditure for current academic year

Quality of teaching for all					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Continue to deliver high quality CPD to all staff	<p>Increased teacher confidence in using a variety of ICT resources to support remote learning.</p> <p>Teachers identify and supports gaps in learning through Quality First Teaching</p> <p>Increased number of live remote lessons.</p>	<p><i>'Ensuring every teacher is supported and prepared for the new year is essential to achieving the best outcomes for pupils. Providing opportunities for professional development—for example, to support curriculum planning or focused training on the effective use of technology—is likely to be valuable'</i></p> <p><b>Covid-19 support guide for schools</b></p>	<p>-Planned staff CPD</p> <p>-Extra CPD drop in support and use of staff briefing</p> <p>- Curriculum Leaders monitor and drop in on live lessons</p> <p>- Monitoring of pupil engagement and live lessons</p> <p>-SIT observations and departmental reviews</p>	KAT	Sep 21
Mastery classes	<p>Reduce the impact of lockdown on Yr 11 mock results. Through compulsory extra time in English and maths (afterschool lessons)</p> <p>Mock results support target grades.</p> <p>Low attainment used to identify further intervention.</p>	<p><i>'In some cases, schools may consider extending the length of the school day; for example, to provide additional academic .. support'</i></p> <p><b>Covid-19 support guide for schools</b></p>	<p>- Clear communication with parents/carers and pupils</p> <p>-Structured program</p> <p>-Pupil attendance closely monitored and followed up.</p>	MR/CMC/JFK	Sep 21

Whole class Intervention	Reduce class size and create class continuity with an extra English specialist  Support recovery and promote reading	<i>'Almost all schools will also have made significant adjustments to organisational and logistical aspects of school life. Ensuring teachers have training and support to adjust to these changes is likely to improve the quality of teaching as all pupils return to school.'</i> <b>Covid-19 support guide for schools</b>	Regular liason with Curriculum leader Planned in school class intervention	CMC/JLJ	Sep 21
Resources	Invest in tablets to support recovery in English and maths. Identifying and reducing gaps and supporting personalised intervention.  Provide all pupils with a whiteboard pack to increase AFL and address gaps	<i>'As all pupils return to schools, technology could also be valuable; ...Some schools might find it helpful to invest in additional technology, either by providing pupils with devices or improving the facilities available in school.'</i> <b>Covid-19 support guide for schools</b>	Planned use of resources  CPD  New IT equipment integrated into network	MR/CMC/MJM	Sep 21
Total budgeted cost:					£50,000
Targeted support					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Offer small group tuition through National Tutoring Program	Identify key pupils who would benefit from NTP in English and maths.  Sustain attendance 70% across the 15 sessions	<i>'There is a large body of evidence that tutoring and small-group tuition is effective – particularly where it is targeted at pupils' specific needs; and that it can be particularly effective for disadvantaged pupils.'</i> <b>EEF</b>	Parents and pupils invited, regular contact with the pupils.  Pupils provided with equipment if required (headsets and laptops)  Parents contacted if attendance drops	JA	July 21

Support Reading	Identify struggling readers (L Explore) and support (Fluency Tutor)  Disadvantaged and struggling readers have access to support and appropriate reading material	<i>'A particular focus for interventions is likely to be on literacy ...example, there is extensive evidence showing the long-term negative impact of beginning secondary school without secure literacy skills. Programmes are likely to have the greatest impact where they meet a specific need, such as ...aspects of reading'</i>  <b>Covid-19 support guide for schools</b>	CPD on using new Technology  Structured Introduction  Librarian to support key pupils, complete book surveys, offer a mobile survey and listen to pupils read aloud.	IDC and JA	Sep 21
Total budgeted cost:					£27,000
Other approaches					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Offer all pupils Wellbeing workshops	Pupils attend workshops, opportunity to process the impact of lockdown and given strategies to support their wellbeing  Targeted individuals offered further pastoral support  Pupils can identify strategies to support their wellbeing	<i>'Setting aside time to enable teachers to assess pupils' wellbeing and learning needs is likely to make it easier for teachers and other school staff to provide effective support'</i>  <b>Covid-19 support guide for schools</b>	Plan extra enrichment opportunities  Yr7-9 receive Saltmine Wonderland Workshop and Yr10 and Yr11 Charlotte Lowe ( Psychological services) training  Pupil managers identifying pupils who need additional wellbeing support.  Charlotte Lowe (Psychological services) delivering small group support	JFC + Pupil Managers	Sep 21

<p>Christian Value Enrichment days</p>	<p>Increase opportunities for team building and wider curriculum experiences in all Year Groups</p> <p>All Year 9 and 10 pupils will complete the expedition component of the DofE</p>	<p><i>'Interventions might focus on other aspects of learning, such as behaviour or pupils' social and emotional needs'</i></p> <p><b>Covid-19 support guide for schools</b></p>	<p>Invest in camping equipment to facilitate very large numbers completing component.</p> <p>Resource new team building activities</p>	<p>CJH and JA</p>	
<p style="text-align: right;">Total budgeted cost:</p>					<p>£13,640</p>