

# COVID-19 catch-up strategy statement

## School overview

School name	St Mary's Catholic High School
Pupils in school	759
Proportion of disadvantaged pupils	214
COVID-19 catch-up allocation this academic year	£54 960
Academic year covered by statement	2020-2021
Publish date	Nov 2020
Review date	Jan 2021
Catch-up lead	C Loftus
Governor lead	



## Strategy aims for catch-up

Coronavirus (COVID-19) catch-up premium

The government COVID-19 catch-up premium has been established to mitigate the effects of the unique disruption caused by coronavirus. The grant will only be available for the 2020-2021 academic year.

Schools should use this funding for specific activities to support pupils to catch up for lost teaching time over the previous months. To support schools to make the best use of the funding, the EEF has published a support guide:

<https://educationendowmentfoundation.org.uk/covid-19-resources/covid-19-support-guide-for-schools/#nav-covid-19-supportguide-for-schools1>

A summary of their best practice is as follows:

Strategy Area	Specific Strategy
<b>Teaching and whole-school strategies</b>	<ul style="list-style-type: none"><li>• Supporting quality first teaching</li><li>• Pupil assessment and feedback</li><li>• Transition support</li></ul>
<b>Targeted approaches</b>	<ul style="list-style-type: none"><li>• One to one and small group tuition Intervention programmes</li><li>• Extended school time</li><li>• Purchasing additional resources</li></ul>

<b>Wider strategies</b>	<ul style="list-style-type: none"> <li>• Supporting parents and carers</li> <li>• Access to technology</li> <li>• Supporting Mental Health</li> </ul>
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As with all government funding, school leaders and governors must be able to account for how the money is being used. Therefore, the impact and spending strategy for this catch-up premium will be reviewed at governor meetings throughout the 2020-2021 academic year. When Ofsted re-commence routine inspections, they will make judgements about the quality of education being provided which will include how you are using the funding to ensure the curriculum has a positive impact on all pupils.

Strategy Area	Specific Strategy	Success Criteria	Cost	Impact
<b>Teaching and whole-school strategies</b>	<p><b>Supporting quality first teaching</b></p> <p>Frequent Low Stakes Testing to improve pupil assessment and feedback. To Improve knowledge of gaps and celebrate success, online package and apps, IDL, Active history, Seneca, Educake, Kerboodle.</p>	Regular data collection. Gaps identified provide feedback for intervention. 80% Expected progress in all subjects by Easter, in line with other students with the same starting points nationally (FFT).	£5000	
	<p><b>Pupil assessment and feedback</b></p> <p>CPD using Rosenshine's principles in action to develop teachers</p>	Staff effectively using formative assessment to aid planning and offering interventions to ensure pupils who have	£2000	

	<p>use of assessment to inform planning and five timely feedback.</p> <p><b>Transition support</b></p> <p>To ensure new year's 7 pupils feel safe and secure in their new environment so they can engage fully with learning.</p>	<p>over 90% attendance achieve expected by the summer term.</p> <p>Attendance for yr7 is in line with previous years.</p>	£650	
<b>Targeted approaches</b>	<p><b>One to one and small group tuition Intervention programmes</b></p> <p>Small group tuition for Y11 targeted students in mathematics and English. Students to be tutored by two specialists employed through NTP recommended providers (75% subsidised by DfE). Small groups 3. 5 hours' x 6 weeks' x 3 sessions for 5 students in both English and mathematics.</p> <p><b>Extended school time</b></p> <p>Tailored twilight learning for Year 7,8,9,10 students, specialists at</p>	<p>Small group removal to improve mathematics and English in year 11, students, improvement of at least one grade on starting points.</p>	£22000	

	<p>the school delivering additional lessons online through teams and in person to targeted students. Students identified following baseline tests. 5 student's x all subject x 5 1 hour sessions</p> <p><b>Purchasing additional resources</b></p> <p>Identified by CL for use to engage pupils in low stakes, quizzes or to provide additional teaching support outside of usual curriculum time. £500 per dept.</p>	<p>Access for targeted students to get small group support in specific areas. Students that are targeted to attend, have at least 90% engagement in sessions to improve by at least one grade in target.</p> <p>Pupil with 90% attendance and above who have engaged with additional support will be at expected target by the end of the academic year.</p>	<p>£7000</p> <p>£7000</p>	
<b>Wider strategies</b>	<p><b>Supporting parents and guardians</b></p> <p>Pastoral leaders will have access to mobile devices to stay in contact with parents within in office hours. The school website developed to include a remote learning section</p>	<p>Parents aware of our learning intentions and able to support school when pupils are self-isolating to ensure gaps do not widen further for pupils who engage with the remote provision.</p>	<p>1800</p>	

	<p>with guidance for parents and guardians.</p> <p><b>Access to technology</b></p> <p>Employing IT support to enable us to set up and develop IT across the school for pupils and provide pupils with internet access.</p> <p><b>Supporting Mental Health</b></p> <p>All students in all years to have access to Careers and Emotional Support councillor. A full day once per week, January- March (11 weeks) £2,640, April-July (13 weeks) £2,808</p>	<p>All pupils who are self-isolating have access to the appropriate IT equipment to allow them to engage with the remote learning provision.</p> <p>This will allow us to counteract the impact of the National lockdown for vulnerable pupils.</p>	<p>£4000</p> <p>£5500</p>	
<b>Total</b>			54950	



