

## COVID-19 Catch-up Strategy Statement 2020-21

### School Overview

School Name	St Edmund Arrowsmith Catholic High School
No. of Pupils on Roll	1214
Proportion of Disadvantaged Pupils	141 (11.6 %) +9 service children +8 Post CLA children =158 (13.0 %)
COVID-19 catch-up allocation this academic year	
Academic year covered by statement	2020-21
Publish Date	June 21
Review Date	Jan 22
Catch-up lead	LPayne/A Doolan
Governor Lead	

### Coronavirus (COVID 19) Catch-up Premium

The government's COVID 19 catch-up premium has been established to mitigate the effects of the unique disruption caused by the coronavirus pandemic. Initially, the grant was only going to be made available for one 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 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>

SEA STRATEGY Sept 2020-July 2021

SEA approach to COVID recovery recognises that there are no quick fixes. The COVID recovery plan will take place over several years and allocation of the grant will be carefully considered to maximise the effectiveness of any spend. In the first instance, the recovery focus was on minimising the effects of COVID-19 closures at the point of disruption, so that most pupils could continue to access: lessons, the pastoral support offered by their form tutors and other bespoke support packages.

Waves of intervention	Specific Strategy	Actions	Success Criteria	Cost	Impact
Wave 1 Universal	Senior teacher/s oversee a strategic plan for COVID mitigation	Assign COVID recovery role & adjust responsibilities. Evaluate situation and create plan which is shared with allstaff.	Plan in place, disseminated and monitored. Effects of lockdown are minimised (see data)		
	Evaluate and adapt curriculum and SOWs to be fit for pandemic circumstances	HODs evaluate teaching during	Revised SOWs in place and delivery of adapted lessons evidenced during LWs		Curriculum remains accessible and scaffolds for the best

	<p>Use Teams teaching to mitigate effects of periods of isolation and lockdown.</p> <p>Share vision of QFT supported by low stakes testing, piggy-back learning as in-class</p>	<p>first lockdown and resequence curriculum maps according to need/logistics. Share info with departments</p> <p>Audit pupil access to IT and provide resources where necessary Train Staff &amp; Pupils in use of Teams Establish systems for recording lesson attendance</p> <p>INSET Training Middle Leader Training</p>	<p>Pupils making expected progress</p> <p>Audit results available All pupils have necessary IT equipment to access Teams learning. Staff &amp; Pupils use Teams when necessary. Systems in place and records available.</p> <p>All staff understand that QFT is the universal approach for in-class intervention for all.</p>	<p>progress possible in lockdown/sef-isolation.</p> <p>HODs, SLCs &amp; LCs review data termly and respond accordingly</p> <p>Pupils are able to access remote learning</p> <p>Excellent pedagogy enables best progress</p>
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	<p>intervention tools with whole staff Explain ways to use data to compare cohorts' progress to that of non-COVID situations</p> <p>Provide support for all to ease access to remote learning</p> <p>Support pupil well-being</p>	<p>School Website populated with remote learning 'how- to' guides for staff, pupils and parents</p> <p>Continue to offer pastoral support on Teams via form time and assemblies.</p>	<p>'How-to' guides easily accessible and available to answer most FAQs.</p>	<p>possible (See data)</p> <p>Disruption to routines and relationships is minimised.</p>
Wave 2 Targeted	To ensure that most able pupils are	Pupils sit CAT tests and results are		

	<p>challenged and least able are supported effectively by using CATs tests for Y7 to create baseline ability judgements</p> <p>The most disadvantaged pupils are monitored and supported to encourage progress</p> <p>SEN students with EHCs are supported by TAS</p> <p>Literacy support for identified pupils</p>	<p>uploaded onto SIMS. Data is used to identify VHAP, HAP, etc Staff are trained in how to use data</p> <p>PP Learning Champions closely monitor and mentor their cohort – enabled by provision of cover</p> <p>Vulnerable students encouraged to attend school/Those at home get telephoned by a TA. e.g. via in-class support with HLTA, small group</p>			
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	continues (slightly scaled back)	intervention, IDL, Mathswatch during registration, adapted Better Reading sessions			
Wave 3 Bespoke	Students experiencing low mood feel supported	Inclusion Team carry out COVID Check-in Phone calls and continue counselling sessions on the phone. PSTEC counsellor offers phone support. Creative Intervention Specialist recruited to assist students with anxiety/coping strategies PSTEC counsellor's hours increased			

	<p>Use of NTP programme piloted. If successful, rolled out.</p> <p>'Easter school' offered to HODS.</p> <p>Music Dept request to support instrumental progress.</p> <p>HODs discuss progress regularly</p>	<p>History dept ran small group tutoring for 2 groups</p> <p>Students who opted for music have 6 weeks of subsidised instrument lessons to ensure they are GCSE ready. 16 pupils at £36 per head</p>			
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	with COVID recovery leads.				
				£24,256	