

COVID-19 Catch-up Strategy Statement Sept 2021-July 2022

School Overview

School Name	St Edmund Arrowsmith Catholic High School
No. of Pupils on Roll	1222
Proportion of Disadvantaged Pupils	130 (10.6%) +8 service children +7 Post CLA children =145 (11.8%)
COVID-19 catch-up allocation this academic year	
Academic year covered by statement	2021-22
Publish Date	June 22
Review Date	Jan 23
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-school>

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. Last year, 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. With a semblance of normality returning to schools nationwide, the approach at SEA aims to be bespoke, proportionate, data-led and guided by research and professional guidance

Waves of intervention	Specific Strategy	Actions	Success Criteria	Cost	Impact
Wave 1 Universal	Additional staffing to lead/support recovery work	Recruit and organise SLT/Covid recovery band staff/Wave 2 intervention staffing (LN)	Effective and dynamic strategy in place. Covid Recovery Band receive enhanced literacy and numeracy offer. Study Support on offer to pupils who require it. Assessment data shows apt progress	£20,000	Covid related attainment gaps begin to close.
	Ensure curriculum is evaluated and re-sequenced according to identified needs	HODS re-evaluate curriculum and adjust according to need.	Assessment data shows apt progress.	/	Covid related attainment gaps begin to close.

	Where apt, remote learning offer continues to support Covid affected pupils.	Continue implementing remote learning policy when apt. Train new staff/Remind others how to access teams and about the school's remote learning policy.	Pupils attend remotely when necessary.	/	Gaps in learning are minimised.
	'Back to Basics' resets school standards and expectations	Form tutor training MLT for SLCs (See SIP)	Routines and standards are consistently applied and duly evidenced in QA documentation	cover costs – Ppfund/CPL budget	The school has a calm and orderly start. ATLs and general behaviour are excellent and uninterrupted learning takes place.
	Quality First Teaching approach is used by all.	Outlined in MLT programme for HODS and SLCs Addressed as part of CPL Addressed in QFT briefings Literacy Co-ordinator works with HODs and all staff (MLT training and QFT briefings) See literacy DP.	Training, (CPL & MLT) clearly sequenced in training programme QFT Briefing content clearly sequenced. Success evidenced in QA documentation & progress data	PP fund/ CPL budget	Staff are confident regarding what is expected of them. Pupils have a quality learning experience.

Waves of intervention	Specific Strategy	Actions	Success Criteria	Cost	Impact
Wave 2 Targeted	<p>Pupils struggling with literacy and numeracy are identified and support is put in place</p> <p>Where relevant, create links with school's literacy and numeracy strategies to ensure 'joined up' thinking.</p>	<p>Identify pupils (numbers are greater due to Covid)</p> <p>Create Covid Recovery Band</p>	<p>Assessment data shows apt progress</p>	<p>See staffing in wave 1</p>	<p>Pupils in Recovery Band make good progress (across subjects but especially in maths and English). Eventually the number of pathway 4 students should reduce. Weaker students will continue to make progress on relevant pathway i.e. Pathway 4.</p>
	<p>Y7 take part in Book Buzz</p>	<p>School Librarian and English Teachers launch project and create a 'buzz' about reading.</p>	<p>All Y7s participate and the books are read and discussed.</p>	<p>£660 (PP funding used for PP students)</p>	
	<p>School-led tutoring as part of Y11 Covid Recovery Programme</p>	<p>Launch to staff</p> <p>Create systems</p> <p>Identify Pupils</p> <p>After school and holiday boosters.</p> <p>Investigate study weekend</p>	<p>Y11 practice exam data</p>	<p>£45,000 (after school)</p> <p>£5,000 (holiday booster classes)</p>	<p>Grades incrementally improve at exam points:</p> <p>Y10</p> <p>Mock Trials</p> <p>GCSEs</p>

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Wave 3 Bespoke	Offer increased well-being support	Increase PSTEC sessions available	Pupil Feedback	£1,800 (Funded by PP)	Anxious students have better coping strategies.
	Graduate tutors for maths/English KS3 & 4	Investigate employing a maths and English graduate who would be embedded in the departments and offer tutoring during maths/English lessons on a one to one/small group basis. If possible, create strategy to run for 3 or 4 months.	Assessment data shows apt progress	£12-14,000	Lower ability students are supported to make better progress.
				£85,460	