

Covid Catch Up Plan 2020-21

School	St Katherine's School				
Academic Year	2020-21	Total Catch-Up Premium	£66,240	Number of pupils	934 on roll

Used: £56301.5

Main Barriers to educational achievement

- Four months of face:face learning in school lost due to lockdown and school closure. This has resulted in specific content being missed, leading to gaps in learning and stalled sequencing of journey
- Detrimental effect on fluency and stamina in extended writing
- Reduction in reading fluency, impacting the ability of learners to access work across the curriculum. This has also contributed to an increased gap between those children that read widely and those children who don't
- Limited access to remote learning at home due to complex home circumstances and lack of IT access and resources
- Limited access during closure to specialist staff and interventions for students with additional needs
- Attendance issues due to suspected illness and family concerns over illness; hardship, poverty and changes in family circumstances
- Additional well being needs arising from pressures and arrangements in place due to pandemic.

Research/documentation referenced when shaping the catch up plan

DFE (2020), Statutory guidance for full reopening of schools (2020)
EEF (2020), Special educational need in mainstream schools' report
EEF, (2020) COVID-19 Support guide for schools.
EEF, The EEF Teaching and Learning toolkit.
Hattie, J. (2011), Visible Learning
Lemov, D. (2015), Teach Like a Champion 2
No More Marking National Results
Quigley, A. (2020), Closing the reading gap.
Rosenshine, B. (2012), Principles of Instruction

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Intended Outcomes		Success Criteria
A	Gaps in literacy and numeracy are closed	Students are identified and supported through small group tuition and quality first teaching Students have developed reading and numeracy skills to support access to and success in all areas of the curriculum and beyond. This will be evidenced using the Y7 accelerated reader programme, Lexia, NGRT progress and through English/Maths assessments at progress checks chronologically through the year.
B	Improve rates of progress/attainment	Staff effectively identify and deliver threshold concepts. Students make at least expected progress across all subjects, as evidenced by in class and external examinations. Students are able to access remote learning in the event of full or partial closure. The remote learning curriculum aligns as closely as possible with the in-school curriculum.
C	Developed student agency	Skills and motivation to work independently, be organised and equipped, accessing resources and using effective revision skills developed. This ensures that students successfully engage in Learning@Home. No students are disadvantaged by on-going potential barriers to learning created by learning at home, self-isolation, or full or partial closures of school during the 2020/21 academic year.
D	Social, emotional and mental health – grow good mental health and resilience to enable students to fully access and participate in the curriculum	Students are resilient, demonstrate individual character and a healthy body and mind. This ensures that they are able to engage effectively with the curriculum, making at least expected progress
E	Quality first teaching maximises time with specialist teachers in lessons.	Students make at least expected progress across all subjects The number of DP referrals to Ready to Learn declines termly
F	Increased parental engagement, particularly in year 11.	'Buy in' to the ethos and expectations of the school built, supporting good and better progress and attainment

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Intended outcome	Action	Description	Target students	Led by	Cost	Evaluation	Review dates
A, B, E	At least good teaching, every lesson, every day whilst maining the breadth of the curriculum.	<p>Quality first teaching secured through consistency of the St Katherine's Teaching and Learning Principles across the school and supported by high quality CPL.</p> <p>Deliberate practice is embedded across the curriculum to ensure retrieval and questioning are supported by the very best techniques.</p> <p>Checking for understanding techniques embedded across the curriculum, ensuring staff are able to rapidly identify gaps in prerequisite knowledge</p> <p>Learning@Home principles are embedded and delivered consistently across the school, supported by high quality CPL.</p>	All students	KR	<p>Visualisers: £2000</p> <p>Whiteboards: £800</p> <p>CPL: £3000</p>	<p>Quality assurance processes confirm that quality first teaching is delivered every day and this is validated by external partners.</p> <p>Quality assurance processes confirm that Learning@home is effectively delivered. Student engagement is high, with all cohorts able to progress whilst at home.</p> <p>Any gaps formed due to COVID school closure identified and plugged for all year groups</p> <p>Progress and attainment of all pupils and cohorts in line with national averages in summer 2021.</p>	Termly
A,B, F	Literacy & Numeracy intervention	<p>High intensity LSA led, small group intervention during tutor time</p> <p>GL, NGRT, No More Marking & Accelerated Reader regularly provide data to gain a clear understanding of student knowledge, understanding and application; student needs; projections of progress and essential triangulation of data with in-school assessment. Triangulation of data informs future interventions and curriculum delivery</p>	<p>KS3 students who are significantly below expected standard. PP and SEND students are to be prioritised SEND</p> <p>Year 11 students for whom numeracy and literacy provide a</p>	FS/JJ/RD	<p>Proportion of LSA salary: £5000</p> <p>Proportion of No More Marking: £200</p>	<p>GL, Lexia and Accelerated reader data and progress checks confirm attainment gaps are closing for individuals and cohorts. Provision maps details the progress made by each student</p>	Termly

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			significant barrier to progress across the curriculum				
A,B	Literacy booster group	Literacy booster group delivered during MFL (5 periods a fortnight) for those who are significantly below national average	Targeted year 7 students (stanines 1-3)	FS/JJ	Proportion of Literacy Mentor salary: £6718		
A,B	Maths booster group	Numeracy booster group delivered during maths curriculum time for those who are significantly below national average	Year 7 students who are working at year 5 levels or below	RD	Maths mentor salary: £19358		
A,B, E, F	Reading programme embedded	<p>Students independently read during tutor time everyday.</p> <p>Students have access to age appropriate text across the curriculum.</p> <p>Delivery of high-quality CPL to ensure teachers/LSAs can expertly support students in reading across the curriculum</p> <p>Diagnostic testing using NGRT check all students on entry and continue to check progress until at least chronological age is reached.</p> <p>Interventions (as noted previously) in small-group and 1:1 sessions use programmes tailored to individual student needs</p>	<p>All students</p> <p>Students significantly below chronological age and in stanines 1-3</p>	JJ	<p>E-library proportion: £600</p> <p>Bookbuzz@ £540</p> <p>LSA CPL: £500</p> <p>NGRT proportion: £1368</p>	<p>Quality assurance of DEAR time demonstrates effective reading practice</p> <p>Reading ages of students are at least in line with chronological ages</p>	Termly
B, C	Academic intervention: Small group work: Before school and during tutor time	Students projected for 9-4 and 9-5 English and maths basics will be prioritised for basics crossover interventions where needed	Targeted year 11 students	KR/JJ/ZI/RD	Proportion of Maths Mentor Salary: noted above	Any gaps formed due to COVID school closure identified and plugged for Y11.	<p>Feb 21</p> <p>May 21</p> <p>Aug 21</p>

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		Students who are projected 9-4 and significantly under target in science are prioritised			HoF time: £6000	Mock exams provide review of progress and intervention programme	
B	Academic intervention within curriculum time	Students projected for 9-4 and 9-5 English and maths basics will be prioritised for basics crossover focus in class and in interventions where needed Students who are projected 9-4 and significantly under target in science are prioritised	Targeted year 11 students	KR/JJ/ZI/RD	Proportion of Maths Mentor Salary: noted above	Progress checks confirm attainment gaps are closing for individuals and for groups of students. Attendance to sessions is strong for all cohorts of students	
B, C	Period 6 revision sessions	Students invited to attend revision sessions across the curriculum. This is designed to support the filling of gaps accrued during the lockdown period	Targeted year 11 students	Subject teachers	£0		
B, C	Independent study	Independent study opportunities for students where a greater focus on the core subjects will be beneficial. Laptops are provided for students for home use until DfE funded equipment is available. This also supports school IT provision, ensuring that all year groups have access to IT in a covid secure setting	Targeted year 11 students	KR	Chromebooks: £2000		
A,B,C	Allocation of learning resources	Laptops are provided for students for home use until DfE funded equipment is available. Where a need is identified, students are also provided with revision guides and bilingual dictionaries	Year 11 students prioritised: PP students Students without a laptop at home SEND students	MLC/AFB	Revision guides/dictionaries: £800 Equipment: £400 Chromebooks: as noted above	Learning@Home attendance confirms students are learning effectively at home. Work is completed and there are no gaps in access and participation in home/remote learning between Non-disadvantaged and Disadvantaged and SEND/nSEND.	Feb 21 May 21 Aug 21

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B,C,E,F	Academic Progress Meetings	Parental meetings following progress checks. Home/school targets to be agreed and monitored.	Identified Year 11 students (PP & SEND priority)	HoH	HoH time: £1000	Pastoral team link meetings confirm strategy plans for identified students, track attendance, A2L and behaviour, participation. Student voice and family voice help inform next steps. Triangulation of data identifies that the targets have impacted on progress.	
B,C,E,F	Assertive Mentoring	Fortnightly or weekly mentoring sessions with an identified member of staff	Identified Year 11 students following progress meetings (PP priority)	KR /HoH	Staff time: £3460	Progress, attendance, A2L and behaviour data shows that the identified students are making strides towards expected progress	
B,C	Metacognition: Learning Scientists teaching	Teaching of learning scientists techniques through tutor time	Year 11	KR	£0	Students are able to encode more knowledge into their long-term memory and retain this knowledge over a longer period of time. Student and parental voice demonstrates that students are knowledgeable about effective revision	
D,B,E	SEMH intervention	SEMH support, following the SWIFT model provided. Students identified through the PASS assessment, SEND information and parental communication. This includes: Keyworking CBT Counselling ELSA Anger Management Thrive Exam coping strategies	Identified students Y7-11	FS	SENDCo/Pastoral support Proportion of salaries: £8088 PASS assessment contribution: £258	SEND intervention assessments, student/teacher voice, behaviour and RTL data demonstrate a clear impact of individual interventions.	On-going

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		An SEMH manager is to be appointed to support in the leadership of this intervention					
A, B	Academic mentoring	Online 1-3 English and maths intervention (15x1 hour sessions) provided via NTP. Where a need is identified, headphones to be provided	Identified KS4 students PP/SEND students prioritised	KR/EEF mentors	£4000 Headphones: £150	Ongoing assessment and mock exams provide review of progress and intervention programme Progress checks confirm attainment gaps are closing for individuals and for groups of students.	On-going