

# Catch-up Strategy

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 2020-21 academic year. Schools should use this funding for specific activities to support pupils to catch up for lost teaching time. 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 governors' meetings throughout the academic year.

## COVID catch-up premium spending: summary

### STRATEGY STATEMENT

This strategy will make sure that every pupil, no matter their age or where they live, gets the education, opportunities and outcomes they deserve, by investing our time and funding on measures proven to be effective, particularly for those who are most disadvantaged.

The overall aims of our catch-up premium strategy:

- 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
- To improve the wellbeing of disadvantaged pupils and their peers

## Barriers to learning

### BARRIERS TO FUTURE ATTAINMENT

A	Increased gaps in knowledge in English, Maths and Science and the wider curriculum, require bespoke curriculum planning and intervention in order to secure good progress from starting points. These pupils will require support to 'Boost' their progress.
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### ADDITIONAL BARRIERS

B	Increased negative news in the national news and within local communities about the impact of COVID on future generations is likely to have a negative impact on aspirations and wellbeing
C	Attendance for identified pupils has had past weaknesses and is a further risk for 2020-21 due to possible requirements for isolation due to COVID.
D	Homework and revision habits are not secure amongst identified pupils and for a few pupils have lapsed entirely. These students will require structure to 'Catch Up'. ICT access at home for some pupils is not easily accessible and for some they have no access. This impacts their ability to access SLE for homework/revision and causes significant impact if the pupils are required to isolate or there are further lockdowns.

## Overview of Desired Outcomes

Desired Outcomes		Key Actions
<b>A.</b>	All pupils will make expected progress over the academic year. Measured by improvements in quality of classwork over time and through internal assessments.	<p>Curriculum leaders perform a curriculum review including changes to GCSE assessments and clarify their curriculum intent, implementation and desired impact. Curriculum intents priorities addressing gaps, focusing on Direct Vocabulary Instruction, feedback and oracy.</p> <p>Run baseline assessments during the first half term to target pupils for booster interventions.</p> <p>Employ further TAs in order to release HLTA/TA time to deliver targeted intervention to boost pupils.</p> <p>Research, organise and run interventions to take place weekly to targets Maths, English, Reading, SEND, Year 7 Catch Up and Wellbeing.</p> <p>Quality Assurance and CPD focus on ensuring Quality Teaching for all with a clear focus on further embedding and refining Direct Vocabulary Instruction, feedback and oracy.</p>
<b>B.</b>	Pupils are happy at school and able to focus on their learning.	<p>Aspiration work to focus on identified pupils.</p> <p>'5 Ways to Wellbeing' implemented within tutor programme for all pupils.</p> <p>Student Leadership Team to focus on Wellbeing and Diversity groups developing school approach.</p> <p>Exam access arrangements to asses identified pupils if not already assessed to ensure a level playing field.</p> <p>All Year 11 pupils - Exam Stress seminars with trained counsellor.</p> <p>Wellbeing HLTA running targeted interventions.</p> <p>Wellbeing screen researched, brought and used to identify areas for development and measure progress. ELSA sessions, wellbeing mentoring and behaviour counsellor interventions running for six-week blocks.</p>

<b>C.</b>	Pupils identified as needing support to 'catch up' or 'boost' will achieve 95% attendance.	<p>Nudge Messages sent to targeted group to promote attendance and track changes on a weekly basis.</p> <p>Where pupils are required to self-isolate targeted work is supplied and completed within timescales.</p> <p>Quick response to absences to tackle unexplained or unnecessary absences.</p>
<b>D.</b>	<p>Pupils that have not completed work over lockdown will be caught up with work and reintegrated into all classes within the first half term.</p> <p>All pupils will have access to sufficient IT to complete work when at home.</p>	<p>Pupil completion of work recorded and students of concern identified.</p> <p>Senior Leadership to be in contact with parents to support and where required plan for intervention.</p> <p>Students will have completed all work set from Lock Down mandatory 3-5 ensure they do not have gaps in their prior learning.</p> <p>Continued survey of students to find students without IT access with a specific focus on the new cohort of Yr7's or families with changing circumstances.</p>

## Planned expenditure for current academic year

Quality of teaching for all					
Desired Outcome	Action	What is the evidence and rationale for this choice?	How will you make sure it is implemented well?	Staff lead	When will you review this?
A	Curriculum review and development.	A school's curriculum drives the progress of all pupils. The better the curriculum, the better the progress.	T+L lead to develop a strategy and implementation plan. HoDs to implement. SLT to QA.	FER	Termly
A	Baseline assessments in Core subjects.	EEF Assessment can help teachers determine how to most effectively support their pupils.	Subject leads to design baseline assessment and record centrally.	ROB	Termly
A	Explicit focus on Homework and Revision for all pupils.	Research suggests homework in secondary can add +5 months in progress. Revision skills have a strong positive correlation with exam achievement.	<p>Monitor HW logs and HW Club attendance. Apply mandatory attendance where required.</p> <p>Teach revision skills explicitly in lessons to all pupils. Provide revision resources. Develop interleaved revision guides for Year 11 students and SLE offer including remote sessions. P4 sessions for Year 11s.</p>	FER	Termly

B	Embed and extend Wellbeing strategy to focus on 5 things.  Train a Happiness Facilitator.	Recommended approach from the NHS.  Museum of Happiness have extensive research to show that training facilitators will develop their own happiness which has sustainable impact on their wellbeing.	Wellbeing strategy to map provision for pupils.  Train Wellbeing HLTA  Develop tutor program add on sessions and targeted intervention to support wellbeing.	HAM  DON/ROB	Termly
B	Provide high quality CPD to develop teaching and learning.	EEF COVID-19 SUPPORT GUIDE FOR SCHOOLS States that great teaching is the most important lever schools have. It also encourages supporting great teaching and identifies that early career teachers are likely to need additional support.	Review of learning and teaching informed through exam result, early lesson walks and book reviews.  Update CPD program linked to L+T review to focus on NQTs and further embedding key principals of L+T (which are researched backed) including DVI and Feedback.  SLT meeting focus to share pedagogy focused reading. Broader staff invited.	FER	Termly
A	Enhanced transition work to support Year 6 into Year 7	EEF COVID-19 SUPPORT GUIDE FOR SCHOOLS identifies that additional transition support including assessment and shared information will help identify pupils that will require targeted provision and ensure pupils are ready to learn.	Zoom meetings between Year 6 Teachers and Pastoral Lead + SENCO.  Zoom meetings with Pastoral Lead + SENCO with disadvantaged pupils and their families to identify areas of support and reduce concerns for families.  Baseline in core subjects. Reading and spelling tests for all pupils. Increased use of screening .	DEN	Termly
Total budgeted cost:					£655

### Targeted Approaches

Desired Outcome	Action	What is the evidence and rationale for this choice?	How will you make sure it is implemented well?	Staff lead	When will you review this?
A	Speech language Link screening, interventions and training.	EEF 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.	Focus HLTA for SLCN Lead to train using resources and trial with identified students.	ROB/CGI	Termly

A	Boost Maths tuition	EEF evidences that 1:1 tuition has proven to be a successful tool in accelerating student progress by 5+ months.	Organised and run by a specialist Maths HLTA. Regular intervention times. Students making less progress in Maths identified for intervention by SENCo/ Head of Maths	MAL/WIJ	Internal data drops at Christmas and Summer
A	English intervention using Lexia	EEF 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.	Delivered and coordinated by a specialist trained HLTA. Run spelling and reading age screens to identify pupils. Lexia training for new staff. Review of Lexia data twice a module. Observations of staff.	ROB	Termly
A	Rapid Reading	DfE Literacy and numeracy catch-up strategies 2018. EEF 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.	Targeted at pupils with reading ages below 10 years (all year groups). Weekly reading sessions with Rapid Books to develop reading skills. Repeated reading assessments at the end of intervention or bi-annually (whichever is soonest).	ROB/TRO	Termly review of sessions. B- annual reading tests.
B	ELSA	Social and emotional learning is a key aspect for a number of our most vulnerable students. This is an intervention cited on the EEF Toolkit.	Coordinated by a specialist trained HLTA.	SENDCOs	Reviewed every 6 weeks
B	1:1 Wellbeing and behaviour mentoring with counsellor.	Social and emotional learning is a key aspect for a number of our most vulnerable students. This is an intervention cited on the EEF Toolkit.	SENCOs review behaviour, attendance, etc. SNAP assessment to identify pupil need. Screening repeated at the end of interventions to measured impact.	SENDCOs	Termly
B	Wellbeing Groups	Social and emotional learning is a key aspect for a number of our most vulnerable students. This is an intervention cited on the EEF Toolkit.	SNAP assessment to identify pupil need. Screening repeated at the end of interventions to measured impact.	DON/DEN	Termly
A, D, B	Exam Stress Seminars	Social and Emotional Learning +4 EEF. Previous success.	Run by trained counsellor. All Yr11 pupils' complete initial sessions.	DEN/STE	Termly
A, D, B	Exam Prep Sessions	Social and Emotional Learning +4 EEF. Previous success.	Run by trained Exam Assessor/HLTA. Targeted support for those with exam arrangements to myth bust and follow up sessions to practice techniques.	SENDCOs	Termly
C	Nudge Theory	Harvard University, describes <b>nudges</b> as "unobtrusive interventions to promote desired behaviour".	Permission sought from parents to hold pupils' mobile numbers. Weekly analysis of attendance and messages sent directly to pupils. Postcards to celebrate.	WAL	Termly

A	National Tutoring Program	The National Tutoring Programme is a government-funded, sector-led initiative to support schools to address the impact of Covid-19 school closures on pupils' learning. From the 2020-21 school year, the National Tutoring Programme will make high-quality tuition available to state-maintained primary and secondary schools, providing additional support to help pupils who have missed out the most as a result of school closures.	Assessment tracker used by departments to identify students.	ROB	Termly
			Total budgeted cost	£34,240	

Other approaches					
Desired Outcome	Action	What is the evidence and rationale for this choice?	How will you make sure it is implemented well?	Staff lead	When will you review this?
<b>A/D</b>	Catch Up Approach for students that have not completed lockdown work.	Pupils are not ready to reintegrate into school and will have significant gaps in their understanding due to lack of completion of work.	Work checked for each student by SLT. SLT to run after school sessions until all pupils are caught up.	SLT	Daily/as required
<b>A/D</b>	Self-Isolation Work	High expectations around any time being home schooled to ensure students are ready to reintegrate.	HoD map Oak Academy against curriculum, map created. Letter sent home with pupils and referenced in newsletter. Quizzing to be developed to monitor completion.	FER	Weekly SLT meeting
<b>A/D</b>	Homework club	Meta Cognition and self-regulation strategies and homework score well on the EEF Toolkit. This is an important step for the school in ensuring that students engage within the learning process.	Register kept each week of participation. Students targeted based on incomplete homework data each week.	FER	Participation + completion rates monitored each module.
<b>B</b>	University of Surrey Widening Participation Coordinator	The University of Surrey have a bank of research on the impact of WP events with students who qualify for WP, including those in receipt of PPG.	Regular mapping in school and LM meeting at school and at the University of the WP coordinator. A member of the governing body from the University of Surrey. Liaison regarding the selection of students for individual events.	TRO	Impact measurements of each event.

<b>D</b>	Supply wi-fi or laptops to families that require support for their children to access work at home.	EEF identified that sufficient access to IT and parent knowledge is a key factor widening the gap between students due to the pandemic.	Regular mapping in school and LM meeting at school and at the University of the WP coordinator. A member of the governing body from the University of Surrey. Liaison regarding the selection of students for individual events.	TRO	Impact measurements of each event.
				Total budgeted cost	£3665

## ADDITIONAL INFORMATION

EEF Promising Projects to support pupils <https://educationendowmentfoundation.org.uk/tools/promising/?bookmark=p1603312145>

EEF Impact of School Closures [https://educationendowmentfoundation.org.uk/public/files/EEF\\_\(2020\)\\_-Impact\\_of\\_School\\_Closures\\_on\\_the\\_Attainment\\_Gap.pdf](https://educationendowmentfoundation.org.uk/public/files/EEF_(2020)_-Impact_of_School_Closures_on_the_Attainment_Gap.pdf)

EEF Best evidence on supporting students to learn remotely <https://educationendowmentfoundation.org.uk/covid-19-resources/best-evidence-on-supporting-students-to-learn-remotely/>

EEF Best evidence on impact of school closures on the attainment gap <https://educationendowmentfoundation.org.uk/covid-19-resources/best-evidence-on-impact-of-school-closures-on-the-attainment-gap/>

Secondary Language Link <https://speechandlanguage.info/secondary>

Rapid Reading Books [https://www.pearson.com/content/dam/one-dot-com/one-dot-com/uk/documents/educator/primary/nfer\\_report.pdf](https://www.pearson.com/content/dam/one-dot-com/one-dot-com/uk/documents/educator/primary/nfer_report.pdf)

Lexia <https://www.lexialearning.com/resources/research>

Museum of Happiness <https://www.museumofhappiness.org/>

NHS Wellbeing <https://www.nhs.uk/conditions/stress-anxiety-depression/improve-mental-wellbeing/>