

COVID-19 Catch-Up Funding Strategy 2020-21

Summary information					
Academic Year	2020-21	Total C-19 budget	£72,320	Date of plan	11/2020
Number of pupils (Y7-Y11)	906	C-19 budget per pupil	£80	Date for next internal review of this strategy	03/2021

Strategy statement	
<p>Haggerston School is committed to supporting all pupils who have been impacted through loss of schooling as a result of the coronavirus outbreak. The government COVID-19 catch-up premium has been established to mitigate the effects of the unique disruption caused by coronavirus. The overall aims of our catch-up premium strategy are to reduce the attainment gap between our disadvantaged pupils and their peers and to raise the attainment of all pupils to close the gaps created by COVID-19 school closures.</p> <p>Funding will be directed towards three key areas (as outlined in the EEF COVID-19 support guide and the EEF guide to support school planning)</p>	
Overall Strategy Area	Specific Strategies
Teaching and whole school strategies	<ul style="list-style-type: none"> ● Supporting teaching through professional development, with a focus on remote learning strategies and training in use of Google Classroom, Google Meet and other online resources. ● Pupil assessment and feedback, with a focus on moderation to ensure accuracy of data collected to inform intervention and planning. ● Closing the curriculum gaps caused by school closure.
Targeted academic support	<ul style="list-style-type: none"> ● One to one and small group tuition and mentoring for most affected pupils/groups. ● Intervention programmes for Year 10 and Year 11 students with lowest engagement during lockdown. ● Out of lessons interventions delivered by teachers during weekends and holidays.
Wider strategies	<ul style="list-style-type: none"> ● Assessing impact of COVID-19 on students' wellbeing and learning. ● Supporting pupils' social, emotional and behavioural needs through careful planning of pastoral curriculum. ● Improved access to technology for all pupils (Chromebooks and Wi-Fi). ● Communicating with and supporting parents.

Barriers to future attainment		
Academic barriers (issues to be addressed in school) External barriers (issues requiring action outside school such as home learning environment and low attendance)		
A.	Literacy and Numeracy as barriers to attainment - Current Y7 cohort's writing ages significantly below national average by 7 months.	
B.	Gaps in curriculum as identified by Heads of Faculties / Subject Leads due to school closure	
C.	Understanding the ability of new Year 7 intake in the absence of SATS scores	
D.	Developing new teaching and learning strategies in order to provide high quality remote learning with a focus on assessment and feedback	
E.	Attendance - whole school attendance figure of 93.8% over the past two academic years - below national average	
F.	Students' Wellbeing - concerns around anxiety & safeguarding issues following lockdown / students having to adjust to the new school routines & structures	
G.	Access to online learning and resources - Disadvantaged students are less likely to be able to access resources such as computers or internet connections	
H.	Parental engagement when unable to arrange face to face meetings in school	
Intended outcomes (specific outcomes and how they will be measured)		Success criteria
A.	Increased % of students achieving a Grade 4 in English and Maths.	Whole School Target of 75.0%
B.	All curriculum content to be covered before the last mock exams. Students have no significant gaps in knowledge.	All students show an improvement between first and last assessment cycles. All faculties have covered relevant parts of their curriculum for all year groups.
C.	Being confident about setting appropriate targets for the new Year 7.	Year 7 students are able to access all lessons' content and are presented with the right amount of challenge so good progress over time is evidenced by work scrutiny
D.	All teachers are confident in their ability to deliver and facilitate high quality remote learning.	Review of SOL, CM, non-negotiables and increased monitoring through work scrutinies / learner voice - regular LMM with all teachers and Deep Dive meetings with HOFs
E.	Students feel confident in attending school as they want to ensure they achieve.	Whole School Target of 95.7% - Reduction of Persistent Absence to less than 10% Appropriate interventions in place for subject based learning and pastoral support.
F.	Students have good levels of well-being.	Learner voice shows that all students are positive about their learning
G.	All students have access to the same remote learning experiences	All students are attending online live lessons and complete all the tasks set remotely.
H.	Ensure high parental engagement levels are maintained	High parental attendance to online parents evening and other online information events

Planned expenditure for current academic year

Quality of Teaching for All

Desired outcome	Action	Rationale and monitoring	Staff Lead	Cost Implication	Impact / Evaluation
<p>Improve quality of remote provision and work outside of the classroom with a focus on high quality feedback.</p>	<p>CPD provided for staff on the effective use of the online platform.</p>	<p>Post holders across all faculty areas share good practice (including Beautiful Work from students) to support the development of Google Classroom and other online platforms for remote learning/work outside of the classroom. EEF Remote Learning Report. Training sessions for staff, students and parents, help pages and websites set up for parents.</p> <p>Effective parental engagement supports learning. EEF Teaching and Learning toolkit - Parental Engagement (+3), Feedback (+8) and Homework (+5 for Secondary)</p> <p>Monitored through staff and parental surveys as well as pupil engagement data using Class Charts, the DPR and Google Classroom. Engagement data collected weekly. Regular feedback to parents will ensure that they have more timely updates on quality and quantity of work completed outside of the classroom.</p>	<p>HTU RAY</p>	<p>ICT support £500</p>	
<p>Improve quality of assessment with a focus on collecting accurate data to inform intervention strategies.</p>	<p>Scrutiny of quality of assessments and accuracy of data collected using external moderation companies.</p>	<p>More robust assessments required to ensure veracity of data and increased subject specific pedagogy and links to examination specifications to be made to inform more accurate predictions. Ensure accurate and consistent marking of Y11 papers in order to identify gaps in knowledge that have developed during lockdown. Use this information to inform intervention both in and out of the classroom.</p> <p>SLT scrutiny to ensure all Faculties adhere to non-negotiable assessment checklists. Greater scrutiny required in Faculties requiring improvement (when predictions were not in line with actual results).</p>	<p>TLA SHY</p>	<p>External Moderation Services Pearson Mock Service MarkMyPapers £7, 500</p>	

Being confident about setting appropriate targets for the new Year 7	Use additional baseline tests to accurately assess students	<p>'No More Marking' assessments to obtain additional data of Y7 writing ages in order to provide another opportunity to identify the ability of our new Year 7 cohort with regards to literacy. This informs the creation of sets. Data showed that our current Y7 cohort's writing ages significantly below national average by 7 months.</p> <p>Use GL core assessment to identify the ability of all Year 7 students so they can be put in appropriate sets and they are able to access all lessons' content and are presented with the right amount of challenge so good progress over time is evidenced by work scrutiny, learner voice and lesson observations / classroom visits, including scrutiny of work set and feedback given during remote learning.</p>	HJO ACL SHY	<p>'No More Marking' project £250</p> <p>GLS core assessments £750</p>	
Students receive a curriculum that takes into account the lost learning due to partial school closures.	An altered curriculum for each subject to be planned and implemented	<p>EEF Teaching and Learning toolkit used to ascertain which classroom strategies will have the most impact in allowing students to catch up - Mastery Learning (+5), Homework Secondary (+5), Collaborative Learning (+5), Reading Comprehension Strategy (+6), Metacognition and Self Regulation (+7), Feedback (+8). Each faculty has altered their curriculum in order to ensure that essential knowledge and skills are covered to enable learners to progress to the next stage of their learning journey. KS4 curriculum plans have been reviewed as a results of changes to assessment arrangements in certain subjects.</p> <p>Regular Subject Deep Dive meeting and curriculum reviews during Line Management Meetings.</p>	SHY HTU	Staff attending relevant conferences, network meetings and external CPDs £1, 000	Regular monitoring during LMM
Students' engagement in work outside of the classroom improves during the academic year	Purchase of additional Chromebooks to support independent learning and catch up	Provide devices for all students to improve independent learning (eg homework) and reduce lost learning time (eg during cover lessons or when students are off sick or excluded). This will remove the digital divide for disadvantaged students and allow us to streamline our use of online resources and programmes to support learning.	PMC IAV	Devices and Softwares (eg. Chromebooks) £25, 000	
Total budgeted cost:					£35, 000

Targeted Academic Support					
Desired outcome	Action	Rationale and monitoring	Staff Lead	Cost Implication	Impact / Evaluation
Close curriculum gaps caused by school closure	Teaching to run additional intervention / revision classes for targeted students during weekends and holidays but also during lunchtime and after school	<p>Teaching staff to aim to have covered all curriculum content before Year 11 mock cycles. Enough time to be left for revision before assessment cycles. Additional intervention and revision classes to ensure students can achieve their full potential. Access for targeted students to get small group support in specific areas.</p> <p>Students who are targeted to attend and have at least 90% engagement in sessions to improve by at least one grade in target subjects from DPR1 to DPR2. Evidence to be collected at the end of each assessment cycle. In depth mock exam result analysis and curriculum planning days used to identify key target students and put in place bespoke intervention programmes to support them. SLT to quality-assure decisions through conversation with HOF and cross referencing data.</p>	TLA SHY IAV	Extra-hour cost for teachers delivering weekend / holiday interventions and for FM staff to be on site during weekends £10, 000	
Close gaps in knowledge and skills caused by school closure with a focus on maths and science	Intervention tutoring programmes for Y10 and Y11 students with lowest engagement during and post-lockdown	<p>Use of the National Tutoring Programme to offer online tuition to targeted students in science and maths. Importance of 1:1 Tuition (+5) and Small Group Tuition (+4) highlighted in EEF Teaching and Learning toolkit. Students' attendance and engagement during online tuitions are closely monitored. Regular communication to parents and students to report about progress made during tutoring sessions.</p> <p>Students benefiting from 1:1 and 3:1 online tuitions to improve by at least one grade in target subjects from DPR1 to DPR2. Evidence to be collected at the end of each assessment cycle.</p>	TLA JTR JWA	1:1 and 3:1 Tuition Cost from external agencies Access to the National Tutoring Programme £25, 000	
Total budgeted cost:					£35, 000

Wider Strategies					
Desired outcome	Action	Rationale and monitoring	Staff Lead	Cost Implication	Impact / Evaluation
Maintain strong communication between the school and the parents	A new online system in place for parents evenings and Year 9 option evening	<p>EEF Teaching and Learning toolkit - Parental Engagement (+3)</p> <p>Maintain communication between the school and the parents regarding academic performance. Ensure that parents are aware of their child's strengths and weaknesses and know which strategies they can use to support their child in making good progress thanks to the use of the DPR reports and Google Forms and the Horsforth Quadrant strategies shared on school website.</p>	AJO HOY CEM	Online platform used to facilitate parents' evening meetings £400	75% of Year 11 parents signed into and attended the Year 11 parents evening.
Low levels of behaviour incidents and excellent attendance in all year groups	Closely monitor attendance, behaviour and exclusions of pupils	<p>In-school evidence suggests that proactive behaviour interventions will reduce behaviour incidents and exclusions. Behaviour points and exclusions will be monitored by the DP responsible for behaviour.</p> <p>City Year volunteers engaged to work with groups of pupils identified as struggling with transition and with the new school routines & structures</p> <p>Students feel confident in attending school as they want to ensure they achieve.</p> <p>The addition of the ClassCharts attendance module allows pastoral teams to intervene early where children are not attending live lessons (thereby reducing any potential educational inequalities which would have otherwise have resulted from looser monitoring of non engagement to live lessons). Weekly and termly monitoring of behaviour and attendance reports.</p>	AJO VLE JTR	Use of Class Charts to monitor students' attendance to online lessons £2, 400	

Students have good levels of well-being.	Monitor students' wellbeing and offer support to students' mental health and wellbeing	All students who present wellbeing concerns to be identified and to be given access to mentoring and counselling so they can receive emotional and wellbeing support. Targeted students in touch with a mentor to improve confidence, self-esteem, target setting and career planning. Increase A Space provision in order to allow a larger number of students to have access to mentoring and counselling.	DMO RAY	Increased A Space provision £2, 800	
Students develop strong revision techniques	Deliver a full programme of revision techniques	Full programme of revision techniques to be delivered during PSHE sessions during Character Days and Tutor Time. This will involve virtual talk from externals for Year 11. Teaching revision techniques is a helpful way of preparing students for their mock exams. SLT to deliver bespoke virtual Horsforth Quadrant assemblies to Year 11 and Year 10 during Tutor Time	JTR JWA TLA	External speakers to deliver virtual talks £400	
Total budgeted cost:					£5, 000

Additional documents used as references to create this report:

[The Key - Coronavirus: catch-up premium report template](#)

[The Key - How to develop your coronavirus catch-up premium strategy](#)