

## Covid Catch Up Plan 2020-21

<b>School</b>	St Katherine's School				
<b>Academic Year</b>	2020-21	<b>Total Catch-Up Premium</b>	£66,240	<b>Number of pupils</b>	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. Trust review confirmed significant development in QFT, particularly with the culture of questioning now embedded.</p> <p>Quality assurance processes confirm that Learning@Home is effectively delivered. Student engagement is high. When questioned, parents felt that: 93% agree that their child is engaging with the work 90% agree that work is regularly and successfully completed. 91% agree that work is appropriate and enables their child to make progress. 88% of student responses were positive when asked about engagement. 98% reported no barriers to engagement</p> <p>Ongoing assessment and mock exams provide review of progress Progress checks confirm attainment gaps are closing for individuals and for groups of students. P8 data: PP= -0.64 (PC1) vs -0.31 (PC2) SEND= -0.43 (PC1) vs -0.18 (PC2).</p>	Termly

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						<p>Progress and attainment of SEND &amp; PP sub-groups in line with national averages in summer 2021.</p> <p>No More Marking data clarifies the impact of English specific QFT on students' writing, with students making progress that is at least in line with national averages.</p>	
A,B, F	Literacy & Numeracy intervention	<p>High intensity LSA led, small group intervention during tutor time</p> <p>GL, NGRT, No More Marking &amp; 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 significant barrier to progress across the curriculum</p>	FS/JJ/RD	<p>Proportion of LSA salary: £5000</p> <p>Proportion of No More Marking: £200</p>	<p>No More Marking data clarifies the impact of English specific QFT on students' writing, with students making progress that is at least in line with national averages.</p> <p>22/89 students have successfully completed their MFL intervention. Others will continue to have significant intervention in 2021-22</p> <p>Progress checks confirm attainment gaps are closing for individuals and for groups of students. P8 data: PP= -0.64 (PC1) vs -0.31 (PC2) SEND= -0.43 (PC1) vs -0.18 (PC2).</p>	Termly
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	Progress and attainment of SEND & PP sub-groups in line with national averages in summer 2021	
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		



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		Students who are projected 9-4 and significantly under target in science are prioritised				SEND= -0.43 (PC1) vs -0.18 (PC2). Progress and attainment of SEND & PP sub-groups in line with national averages in summer 2021	
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		
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: £2000	98% of students reported no barriers to engagement with the online, live lessons. Lockdown 2 attendance: 77% (all), 62% (PP), 69% (SEND).  As a result, a role was created within the pastoral team to focus on the engagement of those with poor attendance. This resulted in significant improvements for these individual students	Feb 21  May 21  Aug 21
B,C,E,F	Academic Progress Meetings	Parental meetings following progress checks. Home/school targets to be agreed and monitored, with mentors allocated.	Identified Year 11 students (PP & SEND priority)	HoH	HoH time: £1000	Pastoral team link meetings confirm strategy plans for identified students, track attendance, A2L, behaviour and participation. 40 Yr11 students were identified and took part in progress meetings.  On average, those involved in academic mentoring improved their average grade by half a grade, 0.2 of a greater improvement than those not involved. As a result, we have developed a similar model for all year groups this year.	

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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	Due to lockdowns & changes to the exam process, this did not take place. However, we are extending our model of academic board meetings this year.	
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. As a result, a learning strategies programme has been planned for enrichment sessions for KS4 this academic year.	
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 Social Skills Anger Management & Anxiety Thrive Exam coping strategies An SEMH manager is to be appointed to support in the leadership of this intervention	Identified students Y7-11	FS	SENDCo/Past oral 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.  Social Skills: 80% of pupils who completed a social skills intervention reported that they felt more confident in social situations.  Anxiety: 90% of pupils who completed an anxiety intervention reported that they had a better understanding of feelings of anxiety and are more able to manage their worries.  Anger Management: 100% of the pupils said they enjoyed the programme and found it useful. They said that they felt that they could control anger better and were more aware of different strategies they can use at the end of the intervention.	On-going

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						SEMH support was measured through scaling questionnaires and pupil voice.	
A, B	Academic mentoring	<p>Online 1-3 English and maths intervention (15x1 hour sessions) provided via NTP.</p> <p>Where a need is identified, headphones to be provided</p>	<p>Identified KS4 students PP/SEND students prioritised</p>	KR/EEF mentors	<p>£4000</p> <p>Headphones: £150</p>	<p>Progress data: On average, those who consistently attended English NTP tutoring improved (September→ CAGs) by 1 grade, compared to an improvement of 0.83 for the whole year group On average, those who consistently attended Maths NTP tutoring improved (September→ CAGs) by 1.25 grades, compared to an improvement of 0.42 for the whole year group</p> <p>Of those questioned, all students were positive about their NTP tutoring (6+/10) and would complete the tutoring again if they were given the opportunity.</p>	On-going