



# Coronavirus Catch Up Strategy & Spend 2020-21

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). In response the government has announced £1 billion of funding to support children and young people to catch up. This includes a one-off universal £650 million catch-up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time.

In 2020 – 2021 Penistone Grammar will receive £128,000.00 from the government under the Coronavirus (COVID-19) catch-up premium.

**Catch up** is closing gaps in knowledge through lost learning due to closed during the months of March to July or due to a bubble closure from September. Students will be identified through the 'missed learning' spreadsheet, internal assessments/trial exams and teacher conversations. Attendance and effort grades will also be taken into consideration.

Our Catch-up Strategy will focus on five key areas:

1. Covering missed content and improving subject knowledge
2. Recovering deficits in skill development
3. Closing gaps in progress
4. Supporting wellbeing and workload (students and staff)
5. Protecting students against the ongoing impact of Covid-19

Priority	Actions	Impact/Success Criteria	Cost	Owner
Ensure that all students in years 7 to 9 have access to essential facts, terminology and information for each subject for each year of study at Key Stage 3.	Each student to receive <b>Essential Knowledge Booklets</b> which are comprised of Knowledge Retrieval Sheets for each subject of study, providing students with a useful and easy to digest summary of the key information students should retain for each subject, each half-term. This provides a useful and easy to digest summary of the key information students should retain each half term for each subject.	Termly low stakes testing indicates that students can, and have, retained the critical knowledge for each of their subjects of study.	£10,000	IRI
Facilitate department/subject specific strategies for catch-up	One to one support out of school: Y7-11 students to benefited from bespoke and personalised tuition in small groups to support English, Maths and Science. Assessment review points, effort data and 'missing learning' spreadsheet will be used to identify students There will be a clear focus on SEND and disadvantaged students	Improvement in ARP data and effort data for all students.	£73,000 (20,000 sessions)	PCR/AGI/ IRI
Facilitate department/subject specific strategies for catch-up	One to one support out of school: Y7 – 9 students to benefited from bespoke and personalised tuition in small groups to support numeracy and literacy. Assessment review points, effort data and 'missing learning' spreadsheet will be used to identify students. There will be a clear focus on SEND and disadvantaged students	Improvement in ARP data and effort data for all students.	£20,000 (550 sessions)	PCR/AGI/IRI/CMA
Targeted Maths and English curriculum enhancement for students in years 7 to 9.	(Including in curriculum plan – scheduled against Tech/PE time)		£10,000	PCR/AGI/CMA
Provide intervention for those students who have struggled to re-establish learning routines post-lockdown.	Create additional time for Achievement Leaders.	Improvement in effort grades from one ARP to the next. Reduction in lines issued for home learning. Improvement in attendance (notwithstanding CV19 absence) and punctuality.	£7,000	AGI/CMA/NGR

Priority	Actions	Impact/Success Criteria	Cost	Owner
English and Maths 1:1 and small group intervention for students in year 10 and 11.	(Link, P16 student tutors, staff tutoring)	Improvement in student confidence around knowledge and course content.	£5,000	AGI
Ensuring students benefit from a high-quality remote learning offer that effectively enables them to access learning away from school.	(Appointment of CV19 Coordinator, redefining portfolio of AP, support for staff training, provision of laptops).		£18,000	PCR/RLA
Reduce the operational burden of Covid-19.	Introduce Covid Coordinator.	The Principal and Executive Director can resume a strategic role and continue	As above	PCR/ CMA
Ensure students wellbeing is supported when they cannot attend school as a result of CV19.	Wellbeing contact protocols. Introduce Covid Coordinator. (Do we need to consider SSO role and time for this?)			AGL
Introduce Covid-19 focussed return to work process to support staff who have been adversely affected by multiple CV19-related absence.	Introduce Covid Coordinator			CMA

## **Responsibility for Catch Up Funding**

### **Leadership Team**

All members of the Leadership team have a key responsibility for raising the attainment, achievement and aspirations of all pupils, and within that, catch-up pupils. This will be lead by the Principal, Vice Principals and the Executive Director.

### **Curriculum Area Leaders, Subjects Leads and Seconds in Departments**

It is expected that they will complete progress monitoring and QA of teaching and learning so that effective tracking of pupil progress can take place and intervention strategies can be modified where appropriate.

### **Achievement Leaders**

The progress of pupils is shared through assessment review points/effort trackers so that they are aware of key characteristics and are able to track and monitor the progress, behaviour and attendance of their pupils. All conversations with students/parents and carers are steered towards pupil progress and achievement.

### **Teachers**

All teachers are expected to use data that is made available to them, and through regular formative assessments, marking and feedback to ensure that lesson planning is completed and effective in order to meet the needs of all students. They are expected to have identified students

who belong to key groups so that initiatives can be appropriately targeted. They are also expected to ensure that feedback is consistently used to improve pupil outcomes and to accelerate progress.

#### Overall Expected Outcomes

- Progress 8 to be +0.40
- Improve the outcomes of disadvantaged students (P8 for disadvantaged students to be at least 0.1)
- Improve student outcomes by targeted intervention and the use of 1-2-1 and small group tuition
- Improve the literacy and numeracy skills of all students
- All KS4 students to have an intended destination for work, training or further education (0% NEETS)
- Develop students' love of learning and attendance through praise

## Covid Recovery Catch Up Strategy

PGS Allocation £128,000 for COVID 19 Recovery Catch Up Premium (plus £22,000 February 2021)

Catch up is closing gaps in knowledge through lost learning due to school closure during the months of March to July or Jan to March or due to a bubble closure from September. Students will be identified through the 'missed learning' spreadsheet, attendance at live online lessons, closing the gap students, internal assessments/practice exams and teacher conversations. Attendance and effort grades will also be taken into consideration.

Clear focus on our most vulnerable and disadvantaged students

We feel it necessary to identify students who would also benefit from mentoring sessions to support their mental health, school organisation and return to full time education

Our Catch-up Strategy will focus on six key areas for all year groups (Y7-13)

1. Covering missed content and improving subject knowledge
2. Recovering deficits in skill development
3. Closing gaps in progress
4. Supporting wellbeing and workload
5. Disadvantaged and SEND students including low reading ages
6. Protecting students against the ongoing impact of Covid-19



CSL Meeting: Week 23A

19



## Covid Recovery Catch Up Strategy

### Identification of Students

End of week 25A – all departments, inclusion and attendance team to have identified students they feel would benefit from 'catch up tutoring or mentoring session'. Staff will indicate students as a priority 1, 2 or 3 or leave blank.

### Delivery of Catch Up Tutoring or Mentoring Sessions

*National Tutoring Programme, Private Tutors, Ex Teachers etc.*

PGS staff are best placed to deliver these sessions – subject knowledge, knowledge of specifications, assessments, online packages, logistically. Additional monies in their salary.

Open to all members of our school community.



CSL Meeting: Week 23A

20



## Covid Recovery Catch Up Strategy

### Logistics

Tutoring Sessions will run between 4-8pm on MS Teams. Same time each day/week. 45 minute face to face session with 15 minutes planning/marketing etc. Staff paid for 60 minutes @ UPR1 rate (tbc). One to one sessions or small group work.

Use all the necessary MS Teams functions

### Next Steps

Identification of students for catch up tutoring – End of Week 25A

MS Teams form shared with staff regarding sign up and availability – End of Week 25A

Scheduling of tutoring sessions and communication with students/parents/carers – End of Week 26B

Catch Up Tutoring sessions to begin Week 27A (immediately after Easter)



CSL Meeting: Week 23A

1. Returning to School (PCR/CMA)

2. Teaching, learning and assessment focus and reminders (IRI)

3. Y11/Y13 Examinations process – School Assessed Grades (AGI/INSE)

4. Catch up Strategy (PCR)

5. Curriculum 2021-22 plan and next steps (CMA)

COVID Update

Curriculum, Teaching & Assessment

AOB

Communication

8. Upcoming event Reminders:  
Returning of Doc – Thursday 4<sup>th</sup> March  
World Book Day – Thursday 4<sup>th</sup> March  
Essential Knowledge Sheets Book 3 deadline – Thursday 11<sup>th</sup> March  
collective learning

6. CSL Bulletin WK23A including links to all documentation

7. All staff video (PCR)

9. Any questions from colleagues (PCR)



CSL Meeting: Week 23A

Potential gaps/requires further thought:

- Are we doing enough/what more should we be doing in terms of student wellbeing and do we need to allocate any funding to facilitate/support this area?
- Are we okay for laptops or do we need to be allocating any funding for this?

- The 7 to 9 curriculum enhancement, if it goes ahead (SMA positive but interested in feedback from ACE), will not kick in until September 2021 – specifically in terms of current year 7, do we know what the gaps in learning (if any) from KS2 are? If we do and they exist, are we doing enough to address this? Is there anything additional we can be doing for this cohort to limit the impact on future progress for this cohort and if so, how can funding support this (for example: Do we need to be funding reading tests at more regular intervals to measure progress and monitor ongoing identification of which students need intervention? Should more students be accessing the accelerated reader programme and if they do, can we staff this? Should we be looking at introducing the intervention model that we’re looking at from September, now for current year 7 with a KS2 learning gaps focus? Is this element of the strategy better driven by departments (do they have a solid enough understanding of where students should be at the end of KS2) or centrally focussed and separate/additional to the curriculum?)
- Do we need to consider those students who have become free school meal entitled after March 2020 (as this is likely to be as a direct result of CV19 and we won’t receive and disadvantaged funding for them until April 2021) to create a small intervention fund to ensure these students have access to resources, uniform etc in the same way as we do through our pupil premium funding?
- Is there anything we need to do to address the fact that these students have missed out on ‘experiences’ (rather than learning) that means they aren’t necessarily as equipped for the next stage of education as they would have been. For example: students in year 11 preparing for GCSEs and then their post-16 options, is there a need for a more targeted careers approach this year that could potentially be facilitated through additional hours for Annie Gill.
- Do we need to allocate any additional funding specifically for SEND and/or disadvantaged students catch-up. As there’s a pot of money for disadvantaged and a strategy in place, its possible that this will be covered by this, but as there isn’t anything specific for SEND in the same way, do we need to allocate any funding to this area?
- Are we doing enough to support students who are shielding long-term or does that need to be considered as part of this strategy?

Additional Wording

Facilitate department/subject specific strategies for catch-up	(Potential focus for CSL meeting in terms of an activity for catch-up strategy – have we/should we give each department opportunity to tell us where their gaps are at each key stage and how they believe these should be addressed and what they need from us to facilitate this. We could share some of the best practice PCR has seen when visiting other schools, for example Master Classes. Any strategy will need to include how we make sure the right students can and do access this)
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School:	Penistone Grammar School		
Date of visit:	8 <sup>th</sup> July 2022	Duration of visit:	Full day
Date of next planned visit:	3 <sup>rd</sup> October 2022		

Headteacher:	Paul Crook
Improvement Adviser:	Christine Schofield

Agenda:	The purpose of this visit was to work alongside senior leaders to consider how the school has continued to respond to the impact of the Covid pandemic, lockdowns and full or partial school closures. To facilitate this, the IA spoke to middle leaders about adjustments to the curriculum, to pupils about how well they were supported, and to colleagues who are leading on mental health and attendance strategies. Verbal feedback was provided to leaders and available governors at the end of the day.
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Status:	<b>CONFIDENTIAL to the senior leadership team and governors</b>
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## Notes of visit

### Summary of key points:

- Evidence provided by leaders indicates that there was a swift response to supporting pupils during lockdown. The school appears to have been in a stronger position than many to provide an early remote curriculum offer and already had a limited number of face-to-face sessions during the first lockdown which was built on during subsequent closures. Around 300 devices were loaned to pupils to ensure that inequity of access was reduced, with approximately 50% of learning delivered 'live' and the remainder through assignments. A day of training was provided for all staff on the principles of pedagogy through remote delivery. Monitoring was light touch given the mental health effects of the pandemic on both adults and pupils, but leaders were satisfied with the quality of the offer overall. Data collected shows that take-up by pupils was good and a covid coordinator was employed to phone home for those pupils who were failing to log on. On a pastoral level, the safeguarding team developed a tiered approach to checking on the needs of pupils at home. Pupils were identified as red (those who had a social worker or who had otherwise previously been identified by staff as vulnerable) amber and green, with home visits at least once a week and usually twice for those who were identified as red. A re-engagement offer was made to pupils so that there was a form of transition back into school prior to September.
- Leaders chose to deploy their own staff as tutors for those pupils with the widest curriculum gaps. Data shows that 391 pupils were targeted for after school tutoring and that there was clear evidence of impact for all pupils except for some in Year 12. Reasons for this have been explored and this cohort will be a focus for additional support and challenge as they progress into Year 13.
- Discussions with middle leaders about the curriculum response to Covid post lockdown showed that there was variation in quality across subjects both in terms of presentation and strategic thinking. The offer from science, geography and maths appears to be strong. All could explain what they had done to identify and address gaps, and this included a

combination of intervention and curriculum adjustments. In science, pupils have missed considerable amounts of practical experience and a log has been kept of these and what has been done to catch them up. The science curriculum is based on a spiral and revisiting approach; therefore, it has been relatively easy to check for gaps in knowledge prior to each unit, making use of the essential knowledge planners, and to adjust the teaching in response. After-school support has been offered to those pupils who had specific gaps in particular areas. The maths team identified which topics were less favourable to online delivery, such as graph work, and adjusted schemes of learning and pathways so that these could be covered once pupils were back in school. In key stage 3, there is also a 'drop-down' group in each half year where those pupils who have been identified as needing additional support can receive it in a small group. Impact has been tracked through assessment approximately every eight weeks and looks to be positive. Time for review lessons had been built into the maths curriculum planning pre-Covid which has also allowed for flexible response to each group's needs. The geography department assessed pupils on their return to school and provided 1:1 or small group intervention for those with the widest gaps. Intervention started before full return to school with some pupils already receiving individual support via Teams, and in Year 9 those pupils who had opted for geography GCSE received further support to ensure that they had the essential skills and knowledge. There has been a big focus on quality-first teaching to close gaps on a day-to-day basis with emphasis on teachers live modelling and key lessons on essential knowledge and concepts – essentially slowing the curriculum delivery down to secure learning and therefore ultimately allowing for it to be speeded up. Those pupils who have had periods of absence have been supported to some extent while at home through access to lessons on Teams, or through resources and recordings being posted online.

- As is typically the case at Penistone, the observed behaviour of pupils was very good, despite the fact that there were disruptions to the usual routine for all because of sports day and the fact that pupils were not wearing full school uniform. Behaviour on the field during sporting events was as good as it is in classrooms. Pupils with whom the reviewer spoke about their learning post-Covid (re catch-up particularly for those who had had additional periods of absence) struggled to articulate what the school had done about curriculum gaps, assessment or additional support. Leaders were disappointed by this, though it may not necessarily be a bad thing, indicating that what has been done has been low-key, served a need and then moved on. It might also indicate a need for leaders to be more explicit with pupils about their learning in certain circumstances about what they are offering and why. However, the feedback from pupils was typically positive: they felt that they were on track and none of them were unduly anxious about their learning despite the disruption. It was obvious that there had been some inconsistencies in the school's offer, particularly around the frequency of access to live learning during lockdown. One pupil was unhappy that they had started the history GCSE content during lockdown in Year 9 and felt that this had inhibited their performance in the recent Year 10 exams. Most importantly, it needs to be explored from a curriculum perspective as the school states that it offers a three-year full national curriculum and a two-year GCSE. Most pupils (from a very small sample) said that if they were absent, they usually caught up by copying from a friend's book. There was little evidence provided on this occasion to indicate that there was a systematic approach to closing individual absence related curriculum gaps.
- Attendance, which has historically been a strength of the school, has not returned to its pre-covid figures and the gaps between groups have slightly widened. Leaders have taken proactive steps to address this, restructuring the leadership to make attendance a high priority. It will now be the key focus of an assistant head, supported by a colleague who will work with those who are difficult to reach and engage. The attendance structure will no longer be flat, and there will be identified expectations and tiers of support according to levels of attendance. Leaders have purchased SOL attendance to support this. Discussion

took place about providing case studies for certain pupils, to show the school's impact on supporting those who have particular needs.

- Leaders have identified that mental health needs have grown significantly post lockdown, with pupils showing heightened levels of anxiety. Their response to this looks to be well-thought out, systematic and of good quality. The importance that the school attaches to this is reflected in the skills and knowledge of the senior leaders. The assistant principal, for example, has a Masters in school leadership and mental health, and the school has attained the gold mental health in schools award. 109 pupils are accessing support at a range of levels, and leaders can explain the identification criteria and the rationale for each type of support. Data suggests that impact is positive though leaders recognise that there is a need to find low key and unintrusive ways of quality assurance. Questions were asked about the links between feedback from counselling / mentoring and safeguarding and the IA was assured that appropriate actions are taken where necessary. There is scope to build more information about well-being and mental health strategies through a wider audience in PSHCE, but overall, this support for pupils seems to be a strength of the school.

**Points to consider:**

- Check for anomalies in the curriculum offer and, in the curriculum understanding of middle leaders. Are all subjects offering a three-year key stage 3 in line with the school's policy and do all subject leaders recognise the importance of key stage 3 for those pupils who will not take the subject to GCSE, or is their focus driven too much by GCSE outcomes?
- As always at Penistone there is evidence of some very good practice across subjects and curriculum leaders, but it is inconsistent. Senior leaders should reflect on how their line management practice, quality assurance systems and CPD offer can be maximised to ensure that curriculum provision and leadership is strong the school.
- Take robust steps to monitor the impact of the new attendance structure, focus and strategies next year.
- Ensure that support for mental health and well-being is built into the PSHCE curriculum.

