



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 Essential Knowledge Booklets 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/marking 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)

COVID Update

AOB

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

9. Any questions from colleagues (PCR)

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)

Curriculum, Teaching & Assessment

Communication

6. CSL Bulletin WK23A including links to all documentation
7. All staff video (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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