

# Covid Catch up strategy statement 2020/21

1. Summary information					
School	The McAuley Catholic High School				
Academic Year	2020-21	Total budget	£105, 600	Number of students	1320

## Position Statement:

Children have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds are likely to be amongst those hardest hit. The aggregate impact of lost time in education may be substantial, and the scale of our response must match the needs of our students.

## Aims:

- All pupils – particularly disadvantaged, SEND and vulnerable pupils are given the catch-up support needed to make substantial progress by the end of the academic year
- All pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.
- Teach an ambitious and broad curriculum in all subjects. Curriculum planning is informed by an assessment of pupils’ starting points and addressing the gaps in their knowledge and skills. Develop remote education so that it is integrated into school curriculum planning.
- The School complies with its duties in the [Equality Act 2010](#) and the [Special Educational Needs and Disability Regulations 2014](#) by ensuring that the curriculum is accessible for those with disabilities or special educational needs.

To make the best use of this funding, we are using the guidance published by the EEF [coronavirus \(COVID-19\) support guide for schools](#) with evidence-based approaches to catch up for all students.

## 2. Areas of focus

<b>A.</b>	Ensuring the school adopts thorough and rigorous processes to identify students who require catch up support and interventions
<b>B.</b>	Ensuring that any gaps in skills or knowledge as a results of school closures are reduced and eliminated by our strategies
<b>C.</b>	Ensuring students have positive levels of well being and are confident to achieve well, despite periods of school closures.
<b>D.</b>	Ensure all students are able to access remote learning

3. Intended outcomes ( <i>specific outcomes and how they will be measured</i> )		Success criteria
<b>A.</b>	The School implements a robust identification process through the use of diagnostic testing in addition to the on going assessment procedures. This will ensure any students in need of catch up support are identified early and supported accordingly. Departments and key stage managers use a combination of quantitative and qualitative data to determine which students require immediate and subsequent catch up.	All departments successfully create and administer suitable diagnostic tests which enable the school to identify students requiring catch up and in which subject areas/topics.
<b>B.</b>	Students have no relative gaps in skills or knowledge when working through the intended curriculum due to school closures. Measured by assessment and data tracking.	All students, including SEND and disadvantaged show improvements compared to their baseline diagnostic assessments and achieve in line with their aspirational targets.
<b>C.</b>	Ensuring students have positive levels of wellbeing and are confident to achieve well, despite periods of school closures. Measured using quantitative and qualitative data	Attendance to school exceeds national and the local context. High levels of engagement for all students during remote learning. Appropriate interventions are in place for subject based learning and pastoral support.
<b>D.</b>	All students have IT facilities and internet access to allow them to complete learning remotely.	Students are provided with IT facilitates such as laptops or dongles and can access remote learning.

4. Planned expenditure					
Academic year		2020-21			
Using the EEF Tiered Model approach for each action					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation? What are the impacts so far? Associated costs.
<p>Ensuring the school adopts thorough and rigorous processes to identify students who require catch up support and interventions.</p> <p><b>Strategy: Teaching</b></p>	<p>Students will complete diagnostic testing during regular assessments in lessons. Curriculum leaders (CLs) and key stage managers (KSM) will identify students for catch up tuition, having taken into consideration qualitative student engagement during partial or full school closures.</p>	<p>EEF: Frequent assessments, tracking and monitoring of assessment data. Assessments and SAR data are recorded centrally on SIMs to ensure those students in need of catch are identified early and supported accordingly. Further diagnostic tests can be administered to check on progress and to inform further catch up where necessary. SLT will quality-assure decisions for catch up tuition through conversations with curriculum leaders and cross referencing data.</p>	<p>Rationale behind the process shared with teaching staff.</p> <p>Support for curriculum leaders and sharing good practice during meetings.</p> <p>QA through SLT and CL meetings.</p>	<p>CLs, KSMs and SLT</p>	<p>Feb half term</p> <p>CATs completed with Y7 to identify students in need of support.</p> <p>Baseline and on going curriculum assessments taken place.</p> <p>SLT QA taken place.</p> <p>CATs and GL packages cost: £3000</p>

<p>Students who have been identified as requiring intervention, receive academic support.</p> <p><b>Strategy: Targeted academic support</b></p>	<p>Academic mentoring and teaching staff to work 1-2-1 or with small groups with pupils on the gaps identified by the diagnostic analysis.</p> <p>TA staff to work with students on a 1-2-1 or small group basis.</p>	<p>Students are recommended by curriculum leaders each half term based on ongoing assessments and class work in a variety of subjects.</p> <p>Staff are assigned students based on diagnostic analysis in conjunction with ongoing assessment and class work in all subjects.</p>	<p>All plans are submitted to the senior leadership team for checking prior to any implementation. SLT-CL link meetings.</p> <p>Application for tutors and mentors through the NTP for small group tuition. McAuley staff used for small group tuition.</p> <p>CL and SEND will provide suitable work for small group 1-2-1 tuition and SLT will QA the delivery.</p>	<p>MHO/NHE/SLT</p> <p>MKE/LHA/NHE/MHO/MAL</p>	<p>Half termly cycles:</p> <p>Assessment and baseline data have been used to identify key groups of students in each year group for mentoring. Disadvantaged and SEND students have been prioritised for mentoring.</p> <p>Small group tuition (1:3) cost: £30,000</p> <p>Target group of 12 Y8 SEND students provided with laptops and training on how to access Teams and other online support. Training for TAs to support SEND students with remote learning.</p> <p>Small group literacy intervention continues remotely.</p> <p>SENCO and assistant SENCO cost: £13,000</p>
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	<p>Students are offered a variety of after school lessons or activities on line or in school.</p>	<p>Rational behind the programme is shared with students, teachers and parents.</p>	<p>CLs will provide suitable work to meet the catch up requirements identified during assessments.</p>	<p>CLs, KSMs</p>	<p>All students are able to access catch up activities or lessons.</p>
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<p>All students receive a curriculum that takes into account the lost learning due to any school closures.</p> <p><b>Strategy: Teaching</b></p>	<p>All students still follow a broad and balanced curriculum by: KS4 curriculum plans being reviewed as a result of changes to assessment.</p> <p>In subjects where the full Specification content is still required to be covered curriculum leaders will modified their plans to ensure that all knowledge and skills are taught rigorously. Frequent, spaced retrieval practice activities to transform knowledge and skills into learning.</p>	<p>EEF Impact Toolkit used to ascertain which classroom strategies will have the most significant impact in allowing students to catch up.</p> <p>Altered curricula for each subject will ensure that essential knowledge and skills are covered. This will enable learners to progress to the next stage of their learning journey.</p>	<p>An altered curricula for each subject will be planned and implemented.</p> <p>Rigorous approach to whole-school teaching and learning policy to ensure all lessons, including catch up, has maximum impact.</p> <p>All plans go through a QA process between CL and SLT. Examples of medium and long term plans were provided. Delivery of the recovery curriculum will be assessed via SLT QA processes.</p>	<p>CLs/SLT</p>	<p>Half termly cycles</p> <p>CL-SLT QA discussions on curriculum reviews and any modifications.</p> <p>Purchase of support materials such as laptops, text books and online resources to support students remote learning.</p> <p>Stationary, equipment and resources cost: £2000</p> <p>Seneca and online packages cost: £8,000</p>
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<p>Students have access high quality remote learning when they cannot attend school due to Covid related absence of staff or students.</p> <p><b>Strategy: Teaching</b></p> <p><b>Strategy: Targeted academic support</b></p>	<p>Training delivered to staff through INSET days on the use of Microsoft Teams. Students and parents supported with the use Teams for remote learning.</p> <p>Invest in IT equipment such as laptops and dongles.</p>	<p>EEF: CPD INSET training delivered to staff and continued follow up support providing through a remote learning clinic focussing on use of Microsoft Teams.</p> <p>Laptops and dongles purchased and distributed ensuring our most vulnerable pupils have priority access to classroom teaching and online materials</p>	<p>CPD delivered by staff with prior knowledge of e-learning. Tutorial videos archived for future use.</p> <p>Survey sent to staff about use of teams for remote learning.</p> <p>Ensure pastoral contact home for disadvantaged students also identifies barriers to engagement due to technology or a lack of other forms of support.</p>	<p>NHE/SLT</p> <p>IT/year leaders/KSM</p>	<p>Weekly basis during remote learning. QA of remote learning Jan 2021 shows: Approx 60% of lessons are being delivered live, both synchronous and asynchronous. Lessons are well structured with clear explanations, modelling and regular AFL.</p> <p>121 laptops distributed between Y7-11. 68% of these students have improved in engagement (attitude to remote learning) since receiving their device. Students can get online and work on a digital device where needed. IT equipment cost £40,000</p>
<p><b>Strategy: Targeted academic support</b></p>	<p>Student with low literacy levels are able to access the full curriculum</p> <p>All students including SEND and disadvantaged can access the curriculum</p>	<p>Strategies used follow the <b>EEF Improving literacy in secondary schools.</b></p> <p>Creating a coordinated system of support using evidence based interventions with tracking and monitoring of progress.</p> <p>Bespoke curriculum support for students needs such as SEND area, Nurture, Engage and Fmmaus.</p>	<p>Purchase of appropriate testing packages and support materials.</p> <p>Robust assessment of Year 7 using CATs and reading tests to identify students in need of additional literacy support.</p> <p>Professional learning focus on Literacy across the curriculum.</p> <p>Monitoring of student engagement, attendance and achievement.</p>	<p>MHO/NHE/MKE/LHA/ KYA</p> <p>NHE/CLS</p> <p>MAL</p>	<p>Half termly cycles</p> <p>Reading tests and assessment packages cost: £4000</p>

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation? What are the impacts so far?
<b>Strategy: Wider support</b>					
Supporting parents and carers	Parents are able to access support and information on how they can best support their child.	Using EEFs guidance on a tiered approach and Supporting parents and carers.	Ensure pastoral contact home for disadvantaged students also identifies barriers to engagement due to technology or a lack of other forms of support. Use of social media to engage 'hard to reach' parents. Parental surveys conducted.	PCL/MAL/KSM/YLs	Weekly basis during remote learning.  Improved frequent and effective communication with parents and carers through newsletters, zoom meetings and social media.  Purchase of online parents' evening platform with focused /targeted invitations and priority appointments.  Cost £4000
Supporting students social, emotional, spiritual and well being needs.	Ensuring students have positive levels of well being and are confident to achieve well, despite periods of school closures.	Introduction of Happy hour during remote learning for students to take time each week for themselves, away from computers and television screens. A time to reconnect, reflect, to think about their own needs, and take time to pray.  Launch of 'Kick start and catch up day' in response to student and parental requests.	Attendance in school exceeds national. High levels of engagement for all students during remote learning. Appropriate interventions are in place for subject based learning and pastoral support.  A staff inset day to allow collaboration planning and ensure appropriate interventions are in place for subject based learning and pastoral support.		In the Autumn term, this was around 80% nationally for Secondary settings. The local context showed that Doncaster Secondary Schools had 80% attendance in the first half term, falling to 75% in the second. The proportion of students physically present in the setting in Half Term 1 was around 84% and in Half Term 2 it was 88.4%  Additional catch up provision and resources cost: £1,600
<b>Overall Total budgeted cost</b>					<b>£105,600</b>

