



Covid-19
Catch Up Strategy
2020-21

Covid-19 'Catch Up' Premium and Curriculum Expectations 2020-21.

The DfE has allocated £650 million to be spent on ensuring all pupils have the chance to catch up and supporting schools to enable them to do so. Whilst headteachers will decide how the money is spent, the Education Endowment Foundation has published guidance on effective interventions to support schools. For pupils with complex needs, schools should spend this funding on catch-up support to address their individual needs. There is also an allocation of £350 million for a National Tutoring Programme, intended to deliver proven and successful tuition to the most disadvantaged and vulnerable young people.

Covid-19 'Catch Up' Intervention Strategy 2020-21.

Statement of Intent

The aim of our 'Catch Up' strategy is to ensure that none of our students are 'left behind' and that they are all given the opportunity to receive the additional support needed to 'Catch Up'. We realise that these are unprecedented times and supporting all our students who require 'Catch Up' support is a significant undertaking. To achieve this is going to require notable effort, particularly from Middle Leaders. We all share a collective responsibility to ensure that the effects the Coronavirus do not unfairly disadvantage any of our students, and in particular that all year 11 and 13 students open their exam results envelopes in August 2021 feeling that their results are a fair reflection of their efforts and that in the end they were not impeded by the Covid-19 pandemic. So they can confidently and successfully move on to the next stages of their education.

Upon return to school, it is our ultimate aim that Furze Platt Senior School Students will continue to be well-rounded intellectually, socially and emotionally. We will help them once more to become equipped with the skills and knowledge for life, work and learning – literacy, numeracy, communication, creativity and aesthetic appreciation – in order to be able to flourish within decent society.

We will do this by:

- Investing in and restoring the relationships between the school, our students and their families, ensuring it is once again strong.
- Understanding the needs of our students and our community
- Addressing gaps in education by consulting with our students and developing our curriculum to address these gaps
- Making the skills for learning explicit to our students to reskill and rebuild their confidence.
- Providing space for our students to rediscover themselves, helping them to find their voice on learning.

Allocation of funding

We will allocate additional funding to support curriculum recovery this academic year, via a 3-tiered approach as outlined by EEF guidance:

1. Teaching

- High-quality teaching for all
- Effective diagnostic assessment
- Supporting remote learning
- Focusing on professional development

2. Targeted academic Support

- High-quality one to one and small group tuition
- Learning Support Assistants and targeted support
- Academic tutoring
- Planning for pupils with Special Educational Needs and Disabilities (SEND)

3. Wider strategies

- Supporting pupils' social
- emotional and behavioural needs
- Planning carefully for adopting a Social and Emotional Learning curriculum
- Communicating with and supporting parents
- Supporting parents with pupils of different ages
- Successful implementation in challenging times

Rationale

Following the Coronavirus outbreak back in March and the resultant school closure, it is of vital importance that our students that may have fallen behind with their studies are given the support needed to 'Catch Up'. So that they may catch up to their peers who may not have been affected and ensure that they can still access their increasingly challenging curriculums. In order for this to happen, Furze Platt Senior School requires a whole school co-ordinated approach which will: **accurately identify students who require 'Catch Up'; recognises the nature of the 'Catch Up' need; and clearly distinguishes the priority level of that 'Catch Up' need.** During national lockdown 1 (March – July 2020) it is not possible to accurately make judgements on students' catch up needs, it is therefore important that we prioritise the collection of this assessment data as early as we can in term 1 in order for us to start supporting students as early as possible, as well as ensuring we are supporting the right students in the right way. By capturing accurate and robust data early in term 1, it will allow us to provide the most appropriate targeted 'Catch Up' intervention support for a large number of students, all of which will have varying 'Catch Up' needs.

'Catch Up' student and need identification for targeted intervention

Incorporated within the first October progress data collection point for years 8, 9, 10, 11 & 13, all teachers will be asked to categorise every student that they teach, reflecting their catch up need based upon the assessment evidence their HoD decides upon. It is imperative that all subject teachers are consistent with their approach to making these judgements, and they all use the same key evidence sources which will inform these judgements. Please note that HoDs may well decide to base these judgements from a variety of evidence sources (these judgements can be drawn from existing records and evidence already available) and not necessarily just a one off assessment during term 1.

The 4 different student 'Catch Up' priority categories

Category 1 – The student has **not been adversely affected by Covid-19**, and there is no catch up requirement.

Category 2 – The student has a **low catch up need** and he/she can catch up with additional support and intervention within normal lesson time.

Category 3 – The student has a **moderate catch up need** and this can be remedied by subject specific intervention outside normal lesson time i.e. by attending 'Catch Up' subject intervention lessons.

Category 4 – The student has a **high catch up need** and this cannot be remedied by just intervention led by the department. Either due to there being far too much content that has been missed, or that they are not able to access the curriculum due to very poor literacy or numeracy skills.

Teachers who identify a student as being category 3 or 4 (a moderate / high catch up need), will be required to add notes in the free text notes box briefly explaining the reason for their categorisation. Teachers identifying category 4 students (will also need to complete a 'catch up need' drop down option column as well as a free text box notes section explaining/justifying why that particular student can't catch up through extra subject support/intervention alone.

Number on roll (total)	1110 (Year 7-11)	Allocated funding (Catch-Up)	£85,200
% Pupil Premium eligible pupils	231 (20.8%)	Number in Sixth Form	294

Year 7 Catch Up

Even though the Government has decided not to allocate schools a Year 7 Catch Up Premium funding this year, as a school, we have decided to allocate £14,000 additional funding (2018-19 Catch Up Premium funding allocation) from the school budget to support Year 7 students who are most in need of support with Mathematics, reading, grammar, vocabulary acquisition, oracy, punctuation and spelling.

16-19 Catch Up tuition fund

The 16 to 19 tuition fund is one-off funding for the 2020 to 2021 academic year only. It is intended to mitigate the disruption to learning arising from coronavirus (COVID-19). The funding is being provided to support small group tuition for 16 to 19 students in English, Maths, and other courses where learning has been disrupted.

Full details regarding the government fund can be found here – <https://www.gov.uk/guidance/16-to-19-funding-16-to-19-tuition-fund>

How will FPSS use the 16-19 fund

At Furze Platt Secondary School Sixth Form, we intend to utilise the funding to provide additional support to small groups of students (3-5) that have not yet achieved a grade 5 in Maths or English. Within this cohort targeted student intervention will be focused on students that have yet to achieve a grade 4 in English and/or Maths and are on a Level 3 pathway. Priority for tuition will be afforded to the most disadvantaged students based on their socio-economic background, SEND status and volume of disruption to their learning through COVID-19. FPSS intends to employ a part time Learning Mentor to work with small groups to support with learning in a variety of subjects. The school also intends to run small group classes for these students during the school day.

Barriers to learning

Issues identified from September 2020 as barriers to learning	
B1:	Literacy skills
B2:	Gaps in curriculum as identified by each Head of Department
B3:	Readying the school for further home learning needs (E.g. a second lockdown)
B4:	Ensuring all students can access online learning at home
B5:	Gaps in knowledge that have appeared between March and July 2020 (as identified through assessment in Term 1)
B6:	Ensuring our SEND students are making social, emotional and academic progress following the lockdown period
B7:	Understanding T&L strategies within the 'new normal' way of teaching
B8:	Gaps in 'careers and further education' advice and guidance
B9:	Understanding the ability of our new Year 7 intake without SATS scores
B10:	Maintaining a high attendance % for all students is a priority
B11:	Wellbeing: Students adjusting to the new school routines and structures
B12:	Wellbeing: Concerns around anxiety and safeguarding issues following the lockdown period
B13:	Ensuring parental engagement levels are maintained during the 'virtual meeting' era
B14:	The new plans for the school day create a number of logistical difficulties which could hamper high quality teaching and learning if we are not careful

Proposed Teaching and Whole School 'Catch Up' Strategies

Teaching and Whole School Strategies			
Year Group	Actions	Intended impact	Cost
7	B9: CAT4 Testing for all Year 7 students and to use FFT Aspire Year 7 transition service to set targets in the absence of KS2 results.	Identify the ability of all students with lower than expected scores can be supported.	£3,090
9 10 11 12	B3: Purchase 3 year subscription of GCSEPod	The negative impact of a second lockdown or individual students isolating is minimised.	£6967
9 10 11 12	B3: Incentivise GCSEPod student usage by introducing half termly engagement awards.	Increase the quality and quantity of home learning and fill the knowledge and skills gaps caused by lockdowns.	£500
8 9 10 11 13	B5: Transition assessments for all students in all subjects. Assessments will concentrate on knowledge and skill that should have been grasped between March and July 2020.	Identify gaps in knowledge and skills that have developed during lockdown. Use this information to inform intervention both in and outside the classroom.	£0
11 13	B2: Pace planning in all subject areas to ensure the lesson time remaining is sufficient to cover all syllabus content to be examined.	Planning a lesson-by-lesson approach will ensure content is delivered in time while being able to assess along the way.	£0

11 13	B5: No students to miss learning time; 'Protect every lesson like it was their last' to avoid any further gaps in knowledge.	There is no substitute for being in front of the teacher as school closure has so clearly demonstrated.	£0
8 9 10 11 13	B5: Before/after school subject intervention to be bespoke and open to all where there is a need. Ensure that intervention is at least as effective as pupils' classroom teaching	Before/after school subject intervention should plug gaps in subject knowledge and prepare students for their examinations	£0
7 8 9 10 11 12 13	B5 B6: Continue the tracking of home learning engagement to keep up the positive momentum that was created during lockdown.	Home learning will improve the independence of our students as well as support progress when it comes to key assessment points (PPEs).	£0
11	B8: Register all year 11 students with Unifrog and provide training on how to use platform effectively.	Improve the level of CEIAG advice available to year 11 students to counteract the negative impact of cancelled CEIAG events.	£0
11	B8: Increase our Careers Leader capacity (1/2 day a week) to ensure that 100% of year 11 students receive a one-to-one careers guidance interview before the Summer of 2021.	Provide quality impartial careers advice and guidance for all year 11 students, including those who had appointments scheduled between March and July 2020.	£867
7 8 9 10 11	B13: To appoint a new Parent Support Advisor (additional hours to the previous post holder).	Provide additional advice and guidance to families identified as in need of support.	£1,000
7 8 9 10 11 12 13	B7 B14: Provide quality training and guidance to teachers on who best to teach under new social distancing measures, as well as using IT software essential to teaching students online e.g. Microsoft Teams, School Cloud Parents Evening, Google Classroom, Show My Homework, GCSEPod etc.	Will ensure all students still experience high quality 'face to face' teaching and learning despite social distancing measures. To also ensure all students can access high quality online teaching and learning during periods of self-isolation, or local/national lockdown events.	£0
7 8 9	B4: To map all KS3 curriculums with Oak National Academy resources and lessons and make the maps available to all KS3 parents and students.	Ensure all students can access high quality online teaching and learning during periods of self-isolation, or local/National lockdown events. As well as minimise workload for teachers.	£0
11 13	B5: Delivering an Easter Holiday Revision Programme.	To fill gaps in knowledge and skills and accelerate year 11 and 13 academic progress as well as build their confidence when facing their GCSE and A-Level examinations.	£2500
7 8 9 10 11 12 13	B5: Leaders to track and monitor 'Catch Up' strategies closely looking at low effort – high impact successes and continually refining practice to ensure learning gaps are closed in the most effective and timely manner.	Quality first teaching remains the single most effective strategy for closing learning gaps. A focus on curriculum sequencing and RAG rating particular subject areas will help leaders target specific domain knowledge students are not yet secure in.	£0
7 8 9 10 11	B10: Temporarily increase the working hours of an Attendance Officer.	Increase capacity for tracking and monitoring attendance and meet the additional workload due to the pandemic. Enabling the Pastoral team to provide the most appropriate and timely attendance intervention.	£500
9	B1: Vocabulary acquisition team: Introducing vocabulary and reading interventions to develop oral language and communication skills.	Narrowing the Vocabulary and Reading gap between PP and Non-PP students.	£0
7 8 9 10 11 12 13	B10 11 12: Effective implementation of a new relationship policy which centres around restorative approaches (including CPD training e.g. Adverse Childhood Experiences).	Staff to develop knowledge and skills in practical ways to support students in pastoral need.	£0
Total Cost			£15,424
Allocated cost from Catch Up Grant			

Proposed Targeted 'Catch Up' Strategies

Targeted Strategies			
Year Group	Actions	Intended impact	Cost
9	B1: Year 9 writing intervention programme and the recruitment of a Literacy LSA to deliver the programme.	Allow students who have been identified with lower than expected standard of writing skills to make accelerated progress.	£13,910
8 9 10 11	B1: Employ RBWM's Literacy Teaching Specialist for an additional day a week to co-ordinate literacy interventions including the year 9 writing programme.	Provide greater literacy support to those students who are most in need.	£9,313
10 11	B5 B6: Recruitment of an additional KS4 Learning Mentor, to increase the Raising Achievement team's capacity to provide targeted learning mentoring support.	During school day learning support intervention which should plug gaps in knowledge and skills and prepare students for their examinations	£20,314
10 11 12 13	B5 B6: Recruitment of an additional KS4/5 Learning Mentor (P/T), to provide learning mentor support to targeted KS4 & 5 students.	During school day learning support intervention which should plug gaps in knowledge and skills and prepare students for their examinations	£10,956
7	B5: Year 7 Home Learning Club (invitation only)	Provide learning mentor support after school to year 7 students most in need of support with their home learning.	£382
7 8 9 10 11	B4: Ensure all students have a computer and access to the internet at home, by loaning laptops and purchasing 4G hotspots, SIM cards and data bundles for students who don't have internet access at home.	This will allow all students to access all online learning resources at home whether for homework, periods of self-isolation, or local/National lockdown events.	£3500
11	B5 B6: English & Maths Tuition delivered internally by FPSS intervention tutors.	To support students who are not projected to achieve a grade 4 in Maths and or English.	£7621
10 11	Purchase revision guides for PP students to ensure independent work can be completed at home.	This will allow students to access all online learning	£1000
11 13	Highest Priority 'Catch Up' students across all subjects to be assigned to an SLT or HoH Support Mentor (Those with all or almost all category 4 ratings will have an SLT Mentor and those with all or almost all category 3-4 ratings will have a HoH Mentor).	Mentoring support will help students have better organisation, time management and work prioritisation, as well as maintaining motivation.	£0
Total Cost			£66,996
Allocated cost from Catch Up Grant			

Proposed Wider 'Catch Up' Strategies

Wider Strategies			
Year Group	Actions	Intended impact	Cost
7 8 9 10 11 12 13	B11: Pay for additional hours of counselling time.	Having additional counselling time will allow for more children to have access to specialist advice and guidance over their worries centred around post lock down routines and anxieties. This will have an overall impact on well-being which will lead to a more positive outlook in lessons and around school.	£1,170
7 8 9 10 11	B3: Ensure that the home learning offer is updated and made available to all parents in the event of a student absence for self-isolation and/or local lockdown.	The process of accessing online learning resources is easy to do and is bespoke for each subject in all years. The use of ShowMyHomework, Oak Academy, My Maths, Google Classrooms and GCSEPod is key here.	£0

7 8 9 10 11	B3: Show My Homework subscription extension.	Show My Homework allows parents and students to track set homework more effectively. This should lead to higher completion rates of the bespoke catch up homework being set as part of the planned curriculum recovery.	£1610
7 8 9 10 11 12 13	B13: A new online school cloud system in place for parents' evenings in 2020/21 to ensure regular dialect between home and school regarding academic performance.	To maintain communication between the school and the parents regarding academic performance.	£0
Total Cost Allocated cost from Catch Up Grant			£2,780

Summary Catch Up Grant Allocation	
Teaching and whole school	£15,424
Targeted	£66,996
Wider	£2,780
Total	£85,200
Allocation	£85,200

This strategy is in line with Government guidance and we have published this strategy to demonstrate how this additional funding will be utilised in the academic year 2020/21. This document may be updated to reflect any changes in ESFA guidance.