

## COVID-19 Catch-up Premium Strategy 2020 - 2021

School	Chapel-en-le Frith High School	Allocated funding amount	£75,896
Number of pupils on roll	941	Pupils eligible for pupil premium	184 (19.5%)

### Catch-up Premium Strategy 2020-2021

The DfE has allocated £650 million to be spent on supporting schools to ensure that all pupils have the chance to catch up on lost learning because of Covid-19. 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 the [National Tutoring Programme](#), which is intended to deliver tuition to the most disadvantaged and vulnerable young people.

The DfE has set out the following **Curriculum Expectations**, to ensure that 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.

#### Education is not optional

All pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities, and experiences of later life.

#### The curriculum remains broad and ambitious

All pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment.

## Remote education

DfE asks that schools meet the following key expectations:

- Teach an ambitious and broad curriculum in all subjects from the start of the autumn term but make use of existing flexibilities to create time to cover the most important missed content. In particular schools may consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading.
- Aim to return to the school's normal curriculum in all subjects by summer term 2021.
- Plan on the basis of the educational needs of pupils. Curriculum planning should be 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.

Schools should set out how they will allocate the additional funding to support curriculum recovery this academic year. The EEF guidance suggests a 3-tiered\* approach:

- Teaching
- Targeted academic support
- Wider strategies

**Ofsted** will conduct interim visits to schools and will discuss with school leaders how they are ensuring that pupils resume learning the school's curriculum, including contingency planning for the use of remote education and the use of catch-up funding.

## **Our priorities**

In September 2020, we reviewed the attainment of pupil premium students. Despite progress being better than national in 2019 and 2020, we realise that inconsistencies in performance need to be addressed to ensure that gaps do not widen. We also recognise the disproportionately negative effect that extended school closure has had on our pupil premium cohort. We have therefore taken the decision to review our approach to planning for 2020-21. **This means that we will take a coherent approach to planning for the spending of our pupil premium funding and additional 'catch-up funding' allocation.** Whilst separate plans are published to cover both funding schemes as required by regulation, in school a single overarching Raising Achievement Plan coordinates actions under both. Our aim is a robust 3-tiered approach as recommended by the EEF which will support the rapid progress of our disadvantaged cohort, alongside the closure of learning gaps for the wider student population.

Our targeted cohort of students consists of those who are eligible for pupil premium funding as well as those who have been disproportionately negatively affected by school closure. We have identified these students through the analysis of progress and attainment data as well as feedback from staff and parents. We acknowledge that the cohort may change throughout the academic year due to continued economic uncertainty and are committed to identifying and supporting students as need arises.

At the heart of everything that we do is quality first teaching and learning. We do not want our interventions to be required to make up for anything less than quality teaching and learning. By continuing our drive to maintain and improve the quality of teaching and learning, we expect to further improve the outcomes of all students at Chapel-en-le Frith High School.

## **Governance**

This plan has been approved by governors' Learning and Pastoral Committee. Financial oversight is by governors' Resources and Personnel Committee.

## Barriers identified autumn 2020

B1	Gaps in curriculum as identified by each Head of Department
B2	Preparing school for further home learning, should the need arise
B3	Ensuring all students can access online learning at home
B4	Gaps in knowledge because of lost learning as identified by teaching staff and departments
B5	Gaps in careers and further education advice and guidance
B6	Gaining an accurate understanding of our new year 7 cohort in the absence of SATs information
B7	Ensuring student wellbeing following prolonged school closure, particularly for our most vulnerable students
B8	Ensuring parental engagement whilst face to face events cannot take place, e.g. parents' evenings and information evenings
B9	Ensuring coherent, bespoke support for identified students with the biggest learning gaps
B10	Promoting student awareness of their own learning and progress and increasing their motivation to succeed

Teaching and whole school strategies			
Year Group	Actions	Intended impact	Cost
Year 7	B6: CATs and Lucid tests to be completed.	Data to enable early identification and support for students, including informing Accelerated Reader tutor group and additional interventions.	SEN staff time Lucid software cost £3,500
Year 7	B6: Teaching staff to identify year 7 students making less than expected progress.	Information to be used to inform year 7 progress lead cohort 1 and additional small group interventions.	Staff time, department time
Year 7-9	B4: Purchase of online KS3 AQA science textbooks and online 10-minute KS3 science recall tests.	Students to have access to online resources to support learning and the closure of knowledge gaps	£500
Years 7-11	B1: Each Head of Department to share identified curriculum gaps and plans to adjust their curriculum with their linked senior leader.	Plans for assessing and addressing learning gaps information to be collated ensuring a coherent overview of curriculum plans and effective monitoring and accountability.	HoD and SLG time
Years 7-11	B2: All teaching staff to receive 3 training sessions on the use of Teams and a drop-in support session for staff to be offered on November INSET day.	Staff to be confident to set work, record lessons and give feedback to students in the event of full or partial school closure.	Staff time to complete training

Years 7-11	B2: All students to receive support in accessing and submitting work on Teams.	Students to be confident to access and submit work if required to study remotely.	Lesson time/tutor time
Years 7-11	B4: Purchase of webcams and additional visualisers to support teaching	Staff able to teach or record video lessons, precisely model high-quality responses and content to students to support rapid progress and closure of learning gaps.	£1,000
Years 7-11	B3: Parents to be audited on access to a laptop and the internet should home learning be required. Further devices in addition to DfE funded devices to be purchased if necessary.	Students able to access online learning in the event of full or partial school closure.	£6,000
Years 7-11	B1: Focus eLearning subscription to be purchased to mitigate the lack of access to science laboratories for students.	Students to be able to watch demonstrations of practical science experiments as a substitute for 'hands on' experience. Knowledge gaps to close.	£200
Years 7-11	B10: Introduction of personal progress reviews for students during tutor time following each data drop.	Students to be able to identify their strengths and weaknesses and to set targets to maximise their progress in individual subjects.	Copying costs, £300, planning and delivery time
<b>Total cost allocated from catch-up funding</b>			<b>£11,500</b>

<b>Targeted academic support</b>			
<b>Year Group</b>	<b>Actions</b>	<b>Intended impact</b>	<b>Cost</b>
Years 7	B9: Accelerated Reader Programme to be offered to identified students, including the inclusion small group intervention sessions <b>(Previously funded from year 7 catch-up premium)</b> .	Reading ages to be accurately tracked enabling bespoke support to be offered and literacy skills to improve.	£4,500
Year 7	B9: Intensive English catch-up lessons <b>(Previously funded from year 7 catch-up premium)</b> .	Students to make progress in English as evidenced by assessment results and Accelerated Reader.	£4,000
Year 7	B9: Intensive maths catch-up lessons <b>(Previously funded from year 7 catch-up premium)</b> .	Students to make progress in maths as evidenced by assessment results.	£4,000
Years 7-11	B9: External tutors (maths and English) to be employed to work with students in need of additional support	Students will make progress in English and maths as evidenced by assessment results and teacher feedback.	£5,000
Year 11	B4: Subject specific support sessions (e.g. science surgery) to be offered after school by teaching staff.	Knowledge gaps will be reduced.	Staff time
Year 11 (in the first instance)	B4: Saturday revision and catch-up sessions to be offered by staff in the spring term onwards.	Students accessing the programme to have their progress checked to monitor progress. Knowledge gaps will be reduced.	£5,000

Years 10-11	B9: National Tutoring Programme to be considered when launched	Students accessing the programme to have their progress checked at key intervals to monitor progress. Knowledge gaps will close.	£8,000
<b>Total cost allocated from catch-up funding</b>			£30,500

<b>Wider strategies</b>			
<b>Actions</b>	<b>Actions</b>	<b>Intended impact</b>	<b>Cost</b>
Years 7-11	B9: 5 staff to be appointed to the position of pupil progress lead to offer bespoke support for groups of 12-15 students per year group.	Students in each cohort to be supported in addressing barriers to their progress. Knowledge and attainment gaps to close- to be monitored at key assessment points.	£8,500
Years 7-11	B8: SchoolCloud to be purchased to facilitate online parents' evenings.	Parents to be able meet with staff virtually to discuss and support their child's progress.	£1,000
Years 7-11	B7: Additional counsellor to be appointed to support students' wellbeing and mental health.	Students to be able to access counselling sessions when needed, which will impact on attendance and attainment.	£2,000
Year 11	B5: Senior leadership team to deliver college and apprenticeship application sessions to all year 11 tutor groups and to proof-read all students' personal statements.	Students to be able to apply confidently and successfully to colleges and for apprenticeships.	Staff time
Year 11	B5: 'In-house' 1:1 practice interviews, to be held with all students in year 11.	Students to be able to attend college interviews (virtually or in person) with confidence.	Staff time
Year 11	B5: Post 16 application support videos to be produced for year 11 students.	Students to be able to access guidance remotely to support with applications	Staff time
<b>Total cost allocated from catch-up funding</b>			£11,500

<b>Support Costs</b>			
<b>Actions</b>	<b>Actions</b>	<b>Intended impact</b>	<b>Cost</b>
All	Appointment of Remote Learning Lead Teacher	Develop Microsoft Teams, train staff and students, provide support to staff and students.	£1,800
All	Appointment of Associate Assistant Headteacher	Increase SLG capacity to ensure strong leadership during the COVID 19 disruption.	£10,000
<b>Total cost allocated from catch-up funding</b>			£11,800

#### Summary of planned spending

<b>Teaching and whole school strategies</b>	£11,500
<b>Targeted academic support</b>	£30,500
<b>Wider strategies</b>	£11,500
<b>Support Costs</b>	£11,800
<b>Total</b>	£65,300
<b>Allocated funding amount</b>	£75,869
<b>Leaving a contingency of</b>	£10,369

Leadership team and governors will keep the programme under review during the school year, changes will be made as necessary. The contingency will be directed to areas for greatest need that emerge during the year.