



Government Guidance

The Government first published information about this premium in July 2020. They stated: *“Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.*

We know that we have the professional knowledge and expertise in the education system to ensure that children and young people recover and get back on track. Returning to normal educational routines as quickly as possible will be critical to our national recovery.”

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 (EEF) has published guidance on effective interventions to support schools, as outlined below.

The DfE has also 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.

The EEF guidance suggests a 3-tiered approach:

1. Teaching and whole-school strategies

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

2. Targeted approaches

- High-quality one to one and small group tuition
- Teaching 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

Allocated Funding for Years 7-11

St Mary's received a COVID-19 support grant provisional allocation figure of **£95,520**. The funding is allocated for this academic year from September 2020 to August to 2021 to ensure that schools have the support they need to help all students make up for lost teaching time.

The first payment of **£23,885** for the autumn term has been received.

Accountability and monitoring

School has to account for how the funding is being used to achieve the Government goal of schools getting back on track and teaching a normal curriculum as quickly as possible.

Given the role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, governors and trustees should scrutinise schools' approaches to catch-up from September, including their plans for and use of catch-up funding. This should include consideration of whether schools are spending this funding in line with their catch-up priorities, and ensuring appropriate transparency for parents.

During any visits in 2020-2021, Ofsted will also discuss this area with schools.

At St Mary's, our catch-up plans will address the following areas:

- Readyng the school for further home learning needs (e.g. students self-isolating, a second lockdown)
- Ensuring all students can access online learning at home
- Any gaps in knowledge, as identified through ongoing assessment in autumn term
- Any gaps in curriculum as identified by each Head of Department

- Ensuring our SEND students are making social, emotional and academic progress following the lockdown period
- Understanding T&L strategies within the 'new normal' way of teaching
- Teachers having to move to different classrooms in year group zones
- Understanding the ability of our new Year 7 intake without SATs scores
- Maintaining a high attendance % for all students
- Ensuring there is excellent support for those students with poor attendance
- Students adjusting to the new school routines and structures
- Any mental health and safeguarding concerns following the lockdown period
- Pastoral care support for specifically identified students – academic and personal resources for students who we know lack these at home
- Ensuring parental engagement levels are maintained during the current restrictions

Summary Plan for this Catch-up Funding at St Mary's

Aspects of plan	Intended impact
All students continue to be taught the full range of subjects.	To ensure our curriculum remains broad and ambitious and to ensure students are able to access a breadth of choices for further study and employment.
Year 7 students complete CATs tests in the autumn term (in lieu of any SATs etc in the summer term of Year 6).	To understand the academic ability of our new Year 7 cohort to be able to support and challenge them as appropriate across all subjects areas.
Reading age tests to be used with Year 7 students.	To help us to identify which students are most in need of intervention and further support.
Implement small group reading support to those students identified as being behind in reading.	To ensure that progress is made to improve reading ability for the identified students.
Numeracy intervention embedded via small group sessions for Years 7 and 8 students via 'Promising Projects' and other numeracy programmes.	To ensure that progress is made to improve the numeracy of the identified students.
Appointment of additional Learning Support Assistants for 2020-2021 to support our students with a SEND and to support small group literacy and numeracy programmes above.	To ensure that our SEND students are making social, emotional and academic progress following the lockdown period. Also, to ensure year 7 and 8 students are able to improve literacy/numeracy skills.
IT/Audio/Visual resources to support teaching and learning in year group bubbles and zones, as well as to support remote teaching and learning in the event of students self-isolating, further lockdowns etc:	To ensure high standards of teaching and learning are maintained in school, whilst teachers are teaching in bubbles/zones, with social distancing etc.

<ul style="list-style-type: none"> ○ Laptops for staff to support remote learning. ○ Laptops for students (for use within the different zones and for use at home, complemented by additional laptops from the DfE) to support learning in school and at home. ○ Chromebooks and tablets for student use in lessons to further support teaching and learning. ○ Visualisers for all departments in school to allow teachers to demonstrate/show work and give feedback to students, whilst still maintaining social distancing in school and whilst leading remote learning. ○ Microphones for all teachers to prepare high-quality audios to support remote learning. ○ Movavi Video Recording Software to ensure teachers can prepare high-quality videos to support remote learning. ○ IPADs and drawing tablets for D&T and Art ○ Fire tablets to support socially distanced assessment in different subjects. 	<p>To ensure high standards of remote teaching and learning with enhanced interaction between teachers and students during any periods of student isolation and/or lockdowns.</p>
<p>Further teaching and learning and revision resources to support students across all subject areas, particularly those students in examinations year groups, including:</p> <ul style="list-style-type: none"> ● Revision guides across most subjects ● Textbooks (and digital copies of some textbooks) across the majority of subjects ● Anthologies in English and MFL ● E-books across a range of subjects ● Quizlet for use in MFL lessons 	<p>To ensure high standards of teaching and learning are maintained in school.</p> <p>To ensure that students have the required knowledge/notes for all areas of their subject courses, including areas of the course covered when students were self-isolating.</p>
<p>Training sessions planned and implemented to support teachers in implementing new T&L approaches.</p>	<p>To ensure teachers can deliver high-quality remote learning and maximise potential of all of the new remote T&L strategies.</p>
<p>Training sessions attended by pastoral leaders to continue to support students with mental health and/or safeguarding concerns.</p>	<p>To contribute to the broad range of pastoral support for our students, including support for mental health, anxiety and other safeguarding concerns following the lockdown period.</p>
<p>Other resources to support teaching and learning in year group bubbles and zones:</p> <ul style="list-style-type: none"> ○ Resource box for every classroom. ○ Stationery box for every classroom. ○ Boxes in every classroom to store student exercise books and files. ○ Trolleys for teachers to support teaching in different zones/classrooms. ○ Support packs of revision materials for Year 11 students, including guidance materials for 	<p>To avoid the sharing of materials between different year group bubbles and to fully support the learning of all students in the school.</p> <p>To ensure high quality teaching, learning and assessment, despite social distancing restrictions.</p>

<p>parents on how to best support their children with revision and catch-up work.</p> <ul style="list-style-type: none"> ○ Mini whiteboards purchased (to support socially distanced assessment in lessons). ○ Student Art packs for KS3 students. 	
A printing press and inks to support the work of all year groups in the Art department (printmaking allows students to make multiples of drawings more quickly).	To help students build up a bigger portfolio of work for the time they have missed due to school closure and periods of self-isolation. Printmaking is particularly useful for SEND students.
GCSE Sketch-up CAD Tasks and Tutorials for independent development of design skills in Design technology lessons.	To support students to be able to work independently and produce a high standard of work on design tasks in D&T, in the context of the current restrictions.
Appointment of Attendance Officer through to July 2021.	To ensure support families and students- re-engage/return to school with consistently strong attendance including targeted support, following any periods of school closure and/or self-isolation.
Increased School Counselling support.	To contribute to the broad range of pastoral support for our students, including support for mental health, anxiety and other safeguarding concerns following the lockdown period.
Appointment of 3 Senior Lead Teachers, September 2020 to July 2021, to support Remote Learning and high levels of engagement of our disadvantaged students during remote learning.	<p>To ensure that the quality of remote education continues to be very high, continually developing to ensure a breadth of strategies are implemented to ensure the engagement of all students during any periods of remote learning.</p> <p>To ensure that our disadvantaged students are fully engaged in remote learning during any periods of school closure or self-isolation and to ensure these students have access to all of the IT and other resources necessary to ensure they are able to engage and progress successfully.</p>
Establishment of an Inclusion facility in the different year group zones during social times to support SEND students, including additional resources to support SEND students joining Year 7.	To ensure our SEND students are well supported on their return to school following any periods of isolation and/or lockdown.
<p>Identify, purchased and embed a wide variety of subscriptions to support teaching and learning across many subject areas, including:</p> <ul style="list-style-type: none"> ● History Today 	To ensure a wide breadth of interactive materials are available for students, both in school and at home, to support high levels of engagement and achievement across many subject areas in school.

<ul style="list-style-type: none"> • Musical contexts.co.uk • Seneca premium • www.knowitallninja.com • Tutor2U • ActiveTeach for both Spanish and French. • Digital Theatre Plus 	
Sourcing of outside professionals in key aspects of Sport and Physical Education to fully prepare students for their practical GCSE assessments e.g. Sessions led by a Handball Coach.	This will ensure that students are able to speedily catch up on the development of practical skills, with additional coaching hours, to negate the loss of in-person training during the summer lockdown.
Embed a series of online Drama workshops that can take place whether students are at home and/or completing remote learning.	To ensure that students continue to develop their practical skills in Drama, further to their through and knowledge development.
Embed a comprehensive digital library for all students in Year 7 to 13.	To ensure a wide breadth of reading materials are available for students to support enjoyment of reading, as well as student learning in school and at home, during the current restrictions.

A series of catch-up sessions will also be led in school and these sessions will be planned, funded and resourced to begin in January 2021 across all year groups and across a range of subject areas, as appropriate. This will include intervention sessions for our examination year groups, as appropriate. These sessions are currently being planned in school.

N.B. Due to the further national lockdown from January 2021 to March 2021, and the closure of schools to all students, other than our vulnerable students and the children of critical workers, the above sessions could not take place in school and therefore, with students now back in school from this week, the sessions will run as appropriate in the summer term (08/03/21).