

## Catch-up strategy statement 2020/21

<b>Last Review</b>	<b>April 2021</b>	<b>Next Review</b>	<b>June 2021</b>
<b>School</b>			
		Murray Park School	
<p>The Murray Park School catch-up strategy has a holistic approach which includes all year groups and a broad range of subjects, all with equal importance. We have ensured that we have assessed the guidance offered to us and used official research to underpin decisions upon. The staff, at all levels, and pupils of Murray Park School are fully committed to ensuring that the partial school closures have a minimal effect on the students learning and well-being. This strategy will make sure that every young person, no matter their age or where they live, gets the education, opportunities and outcomes they deserve, by investing our time and funding on measures proven to be effective, particularly for those who are most disadvantaged.</p>			

<b>Areas of Focus</b>		
<b>A.</b>	Ensuring that any gaps in knowledge as a result of school closures are eliminated by our catch strategies.	
<b>B.</b>	Ensuring that students have positive levels of well-being and are confident they can achieve, despite the period of partial school closure.	
<b>C.</b>	Ensuring that the school adopts a thorough process to identify students who require catch-up.	
<b>1. How these areas of focus will be broken down and how they will be measured</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A</b>	Students have no relative gaps in knowledge when considering the national curriculum content due to partial school closures.	<p>Extensive programme of interventions in place.</p> <p>Students and teachers are provided with the equipment required to catch up.</p> <p>Designated senior and middle leaders appointed for catch up.</p>
<b>B</b>	Students feel confident in attending school as they want to ensure they achieve.	Attendance to school exceeds 96% (non-covid related)

	Students have good levels of well-being.	Reduction of PA to at least 9%. (non-covid related).  Appropriate interventions are in place for subject based learning and pastoral support.  Student satisfaction and well-being surveys show a positive attitude towards school.
<b>C</b>	The school implements a robust identification process through the use of diagnostic testing in addition to the ongoing assessment procedures. This is to ensure those students in need of catch up are identified early and supported accordingly.  Departments 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.  All departments to pass an external assessment health check provided by Go4schools.

## 2. Planned expenditure - £46950 based on 1<sup>st</sup> and 2<sup>nd</sup> instalments.

**Financial year**

**2020/21**

<b>Expenditure</b>		
	<b>Budget</b>	<b>Actual to date</b>
<b>Covid 19 catch-up premium</b>	<b>£</b>	<b>£</b>
Senco/Catch up	21,385	22,996
Homework club	2,115	2,189
TA Mentor English/Maths	20,128	19,985
Accelerated Reader	450	450
Lexia	186	186
Hegarty Maths	99	99
Booster sessions	13,000	1,663
National Mentoring Programme - 2 Tutors (Oncosts)	12,000	-
Additional catch-up provision	3,000	5,242
	<b>72,363</b>	<b>52,808</b>

## Research and Rationale

Desired outcome	Chosen approach	What actions will be taken and why?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>The school invests time and funds into strategies which are proven to be effective.</p>	<p>The assistant head teachers responsible for catch up research and review the following two documents to apply the theory to our school strategy.</p> <p>Education Endowment Foundation – Guide to supporting planning. A tiered approach.</p> <p>National Tutoring Programme – Best tutoring practice for schools.</p>	<p>Documents reviewed to help the team decide:</p> <ul style="list-style-type: none"> <li>• How to identify students for catch-up tuition.</li> <li>• When the tuition should be delivered.</li> <li>• Group sizes for tuition.</li> <li>• Who should deliver the tuition.</li> <li>• How long each tuition session should be delivered for.</li> </ul>	<p>Proposals put forward based on the research are submitted to the senior leadership team as a whole prior to plans being finalised.</p> <p>Ofsted Pilot visit feedback.</p> <p>Feedback from students.</p>	<p>PG/GH</p>	<p>Ongoing – SLT.</p> <p>September 2020 – Ofsted visited. Impressed with speed of implementation and scope of catch-up programme.</p> <p>April 2021 – Surveys for AM/PM Boosters completed.</p> <p>April 2021 – Data point 2 allows for progress data from Boost students to be analysed.</p>

## Diagnostics and Analysis

Desired outcome	Chosen approach	What actions will be taken and why?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>The school implements a robust identification process using diagnostic testing in addition to the ongoing assessment procedures.</p> <p>Almost all subjects will have completed diagnostic assessments with years 8-11 September 30<sup>th</sup>.</p>	<p>Students will complete a diagnostic test in lessons, with the outcomes being recorded on Go4Schools before Sept 30<sup>th</sup>.</p> <p>Heads of Department will nominate students for catch up tuition, having taken into consideration qualitative pupil engagement during the partial school closure period.</p> <p>Heads of Year will cross check the proposed list of students nominated for catch up tuition.</p> <p>Live lesson attendance and internal assessment data used from lockdown 2 to identify students requiring tutoring.</p>	<p>KS3 subjects – 30 minute assessment split into three topics/units.</p> <p>KS4 subjects – 40 minute assessment split into four topics/units.</p> <p>Outcomes will be recorded on Go4schools to ensure identification processes can start and to allow us to measure the impact of the tuition.</p> <p>This is to ensure those students in need of catch are identified early and supported accordingly.</p> <p>A further diagnostic test will be administered to check on progress and to inform further catch up where necessary.</p> <p>Health check to be carried out on department markbooks. This is to ensure that ongoing assessments are accurate.</p> <p>SLT will quality-assure decisions for catch up tuition through conversations with HODs and cross referencing data.</p>	<p>CPD carried out by catch-up leads with HODS.</p> <p>Examples of three diagnostic tests shared for departments to model.</p> <p>Rationale behind the process shared with teaching staff cohort on inset.</p> <p>External health check on markbooks will be carried out by a Go4Schools representative or our internal lead on the programme (PB).</p>	<p>PG/GH</p>	<p>October 2020 – SLT</p> <p>October 2020 – QA of marksheets for diagnostic assessments.</p> <p>March 2021 – Review of remote learning attendance.</p>

## Tuition

Desired outcome	Chosen approach	What actions will be taken and why?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Students who have been identified as requiring tuition, receive academic support to increase their confidence now that they have returned to school.</p>	<p>AM Boost – Non form tutors and SLT to work with small groups with pupils on the gaps identified by the diagnostic analysis.</p> <p>PM Boost – Teachers and non-teaching staff to work with students after school on a 1-2-1 or small group basis.</p> <p>Tutor Boost – KS4 have been allocated an English or Maths tutor to enable further revision can be carried out.</p> <p>Commit To Six – As in previous years, year 11 are offered a variety of after school lessons every day. Students are encouraged to attend at</p>	<p>Students are recommended by HODs 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>English and Maths HODs plan a series of activities that will improve core skills and confidence in the subjects. These subject specialists switch tutor groups once a week to allow both core subjects to be taught each week.</p> <p>Each night of the week is assigned to set subjects. Refreshments and incentives are provided. Rational behind the programme is shared with students, teachers and parents.</p>	<p>All plans are submitted to the senior leadership team for checking prior to any implementation.</p> <p>HODs will provide suitable work for tuition and SLT will QA the delivery.</p> <p>HODs will provide suitable work for tuition and SLT will QA the delivery.</p> <p>QA of the attendance to Commit to Six to ensure priority students are attending.</p>	<p>PG/GH</p>	<p>Half termly cycles</p> <p>April 2021 – Surveys for AM/PM Boosters completed.</p> <p>April 2021 – Data point 2 allows for progress data from Boost students to be analysed.</p> <p>April 2021 – NTP programme began and induction given to mentors to quality assure.</p>

	<p>least two sessions per week.</p> <p>Academic Mentors – The National Tutoring Programme enabled us to appoint two full time tutors via Teachfirst.</p> <p>National Tutoring Programme – Partnering with Protocol Education to provide tutoring in English, Maths, Science and MFL. 1 : 3 tutoring delivered to priority PP students during lesson time.</p> <p>Easter School - 6 day voluntary programme for KS4, focussing on key knowledge and examination skills.</p> <p>Summer School - two week programme focussing on year 6-7 transition and year 10-11 students. Schedule</p>	<p>SLT to meet with the TeachFirst representative to gain an understanding of the provision and submit preferred subjects. Initial request is for MFL and Maths specialists. <i>Jan 21: Teach First could not provide academic mentors.</i></p> <p>Analyse students most requiring small group tuition inside of lesson time.</p> <p>Prioritise pupil-premium students for National Tutoring Programme.</p> <p>Teachers to be paid for their time and will deliver two hour sessions in their specialist subject.</p> <p>Parents and students to be made aware of the schedule via, forms, letter and email.</p> <p>Funding will come from the DfE Summer School programme.</p> <p>Academic tuition will be led by our specialist teaching staff.</p>	<p>Academic mentors will form part of the new staff/NQT programme and therefore receive further training from our Teaching and Learning lead.</p> <p>NTP tutors chosen from their CVs and supported via an agency. NTP tutors check in with HODs weekly and HODs to conduct QA on the tutoring being delivered.</p> <p>Promotion will come in a range of electronic and non-electronic forms to ensure information is received by all.</p> <p>Heads of department will lead on their subject day to ensure quality of delivery and content.</p> <p>A Summer School planning committee has been created to ensure ideas and plans follow the DfE guidance.</p>	<p>JF/LD/FO/H B</p> <p>PG</p> <p>PG/GH/TFD</p>	<p>May 2021</p>
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	to include academic tuition alongside creative and well-being activities.	External providers will be utilised for additional sessions such as live history workshops, Science demonstrations and/or Derby County in the community.			Sept 2021
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<b>Recovery Curriculum</b>					
<b>Desired outcome</b>	<b>Chosen approach</b>	<b>What actions will be taken and why?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

Sept 2020



<p>Students receive a curriculum that takes into account the lost learning due to the partial school closures.</p>	<p>An altered curriculum for each subject will be planned and implemented.</p> <p>EEF Impact Toolkit used to find which classroom strategies will have the most significant impact in allowing students to catch up.</p> <p>Rigorous approach to whole-school teaching and learning policy to ensure all lessons, including catch up, has maximum impact.</p> <p>A focus on reading and literacy across the school, making use of literacy interventions and the library.</p>	<p>Members of staff at Murray Park School have altered their curricula for each subject in order to ensure that essential knowledge and skills are covered. This will enable learners to progress to the next stage of their learning journey.</p> <p>Each Head of Department/Subject has completed a COVID-19 response to the curriculum document. This audit tool details how the students' knowledge and skills will be developed and how schemes of work have been adapted in response to the COVID-19 pandemic.</p> <p>Key Stage 4 curriculum plans have been reviewed as a result of changes to assessment arrangements in certain subjects.</p> <p>In subjects where the full specification content is still required to be covered, Heads of Department have modified their plans to ensure that all knowledge and skills are taught rigorously.</p>	<p>All plans went through a QA process, with set deadlines for each stage.</p> <p>CPD was put in place to share the rationale behind the concept of a recovery curriculum.</p> <p>Examples of medium and long term plans were provided and additional plans were shared as good practice.</p>	<p>SW</p>	<p>Sept 2020</p> <p>October 2020: Ofsted Pilot Sept 2020</p>
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		<p>HODs are, to an extent, flexible with their recovery curriculum plans to allow for covering content identified in diagnostic assessments to be retaught.</p> <p>A consistent approach to address gaps in knowledge and skills has been developed across the school in both key stages which includes the use of the following strategies:</p> <p>Applied Learning Time</p> <p>Frequent, spaced retrieval practice activities to transform knowledge and skills into learning</p> <p>Differentiated PRET homework (to practise; to recall; to extend; to think) to embed knowledge and skills into the long-term memory</p> <p>Revision materials purchased for use in tutor time to recap topics covered during lockdown and covid related</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>Training delivered to staff, students and parents on use of Office 365 for remote learning.</p> <p>Invest in IT equipment.</p> <p>Provide laptops and internet connections, where required, to all students who need this provision.</p>	<p>INSET training delivered to staff in September focussing on use of Microsoft Teams and Office 365 for remote learning.</p> <p>Computing curriculum adapted to ensure students know how to use Microsoft Teams in preparation for covid related absences.</p> <p>Tutor Slides and assemblies regularly reinforcing the use of Teams.</p> <p>Requested laptops from DfE and local authority and purchase as many laptops as required to ensure all students have access to the remote learning in 2021 lockdown.</p> <p>Change to policy on mobile phone use to ensure students can access Teams.</p> <p>Purchase provision such as microphones, stylus pens, webcams, headsets and visualisers for staff to ensure they can deliver high-quality remote learning at home and in the classroom for isolating students.</p>	<p>CPD delivered by staff with prior knowledge of e-learning.</p> <p>Tutorial videos archived for future use.</p> <p>Survey sent to staff about use of teams for remote learning.</p> <p>IT team to QA that resources are provided for students or live lessons are taking place for isolating students.</p>	<p>GH/PG</p>	<p>January 2021: Start of lockdown one. More than 100 laptops have been distributed.</p> <p>April 2021: By the time we returned to school over 250 laptops had been distributed.</p> <p>April 2021: QA completed on remote learning for isolating students.</p>
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