Catch up Premium (C-19)

Planned expenditure and Impact Statement

Sacred Heart Catholic Secondary School

2020-21 Academic Year

Action Curriculum	Intended outcome	Timescale	Cost	Impact
Significant investment of CPD time around identifying gaps in learning	Middle leaders are more effective at identifying gaps in students learning from lockdown and are able to design effective recovery curricula to address these issues	July 2020	CPD time	CPD delivered, recovery curriculum enacted in all subjects as of Sept 2020
Recovery curriculum	CPD time utilised to collaboratively produce appropriate recovery curricula	July - Sept 2020	CPD time	Recovery curricula enacted in all subject areas, focus around assessment to ascertain learning gaps, use of recall to build confidence in material covered in lockdown
Pedagogical approaches to ensure effective teaching in schools with COVID restrictions	CPD time used to start work on devising effective and standardised ways of ensuring engagement in lessons given restrictions on teacher interaction	Sept 2020	CPD time	This work has just started, impact will show improved AfL in classrooms and a minimising of low level disruption as pupils are more engaged with lessons
To address gaps in learning and the rate of new material covered since September, revision strategies are taught to all pupils in Year 7 and 8 and tutor group competitions are in place to monitor the completion of revision activities for homework.	Pupils are more prepared for assessments and over time build up a toolkit of revision strategies.	Nov 2020	Directed through SALs time	Pupil voice
Provide students with Revision Guides	Enable pupils to address identified gaps in knowledge as a result of lockdown	January 2021	£1498	

Action Tutor deployment	Intended outcome	Timescale	Cost	Impact
Tutors used to help small groups of students who are behind as a result of lost learning throughout lockdown, small numbers are withdrawn from lesson for a period of time	Identified gaps in knowledge are addressed. Student engagement improves as a result of being able to access material when they return to lesson	Review termly	1 Tutor in Maths, 4 days/week to 15.01.21 then 3 days from 14.3.21 1 Tutor in English, 2 days/week to 15.01.21	Students are accessing tutors and making progress, some are returning to lessons able to access work
Tutors are used outside of school hours for revision sessions and tuition	Y11 students are more prepared for assessments in school and are able to identify areas for further development pre and post mock examinations	Middle leaders to evaluate on a weekly basis	1 Tutor in Science 4 Days to 15.01.21. Then 1 day per week from 18.01.21 to 07.03.21 then 3 days per week from 14.03.21 1 Tutor in History, 4 days / week. Until 15.01.21. Then 1 day per week from 18.01.21 to 07.03.21 then 2 days per week from 14.03.21 to 28/3/21 **£38,248**	Feedback from students has been positive and sessions are well attended. *Need data from assessments here*
Tutors deployed as support classroom teacher if appropriate	Consistency of approach and familiarity of curriculum are sometimes preferable to generic 'supply' teachers, especially if out of specialism. Using the mentor as a 'teacher' with the supply teacher as behavioural support has been effective. Senior leaders have monitored and supported as well	September 2020		Feedback from senior leaders who have supported this has been positive

Action Literacy and Numeracy	Intended outcome	Timescale	Cost	Impact
Implementation of effective literacy and numeracy catch-up schemes for identified pupils through tutor programmes.	Effective literacy and numeracy catch-up schemes are in place and monitored Identified pupils make significant gains towards their chronological reading age by the end of Year 7 Identified pupils make significant gains towards expected levels of progress in maths/numeracy	Sept 2020-March 2021	Books for tutor time programme: £844	Year 7 NGRT base-line Sept 2020 and repeated in March 2021 Year 7 English and Maths Progress tests base-line Sept 2020 and repeated in March 2021
Identified pupils with a low reading age take part in the LEXIA scheme	Identified pupils make significant gains towards their chronological reading age by the end of Year 7	Dec 2020	£2950	Identified pupils have made progress in their reading ability.
GL assessment, CATS and Eng/Maths/Sci progress tests	Pupils with curriculum needs brought about through lockdown are identified Strategies to help them identified through appropriate assessment	Sept 2020	£3657	Data used by CLs and SLT to ascertain gaps in knowledge in Maths and English to adapt curriculum and arrange strategies for further catch up programmes such as reciprocal reading and SEND strategies.

Action Attendance	Intended outcome	Timescale	Cost	Impact
Good attendance in school is of paramount importance if lost learning is to be tackled, attendance officer and attendance Lead (Deputy Headteacher) rigorously track attendance of pupils. In addition to support from NPCAT, support plans are created for pupils whose attendance falls below 95%. SALs, PLs and the Attendance Officer monitor attendance and contact parents to arrange meetings in school. Appropriate sanctions are pursued against persistent non- attenders (NPCAT support). Response of pupils to incentives is monitored.	Attendance for pupils improves with a target of 95% or higher.	Review impact termly	Taxis during lockdown for vulnerable pupils £2,800	While whole school attendance is difficult to accurately ascertain through COVID. A number of individual students have shown a significant improvement in attendance.
With the support of the NPCAT attendance team, home visits are carried out to the homes of pupils where attendance is becoming a concern.	Attendance for pupils improves with a target of 95% or higher.	Review impact termly		
Short term incentives and rewards are used to encourage attendance at school (eg.weekly draw for 100% attendance in each year group)	Attendance for pupils improves with a target of 95% or higher.			

Action Engagement in remote learning	Intended outcome	Timescale	Cost	Impact
The engagement in remote learning of pupils is monitored by class teachers and SALs. Parents and carers of pupils are invited into school to support engagement in remote learning. Parents and carers are able to attend online meetings with class teachers via schoolcloud	Improved engagement in remote learning to address lost learning in school	Review impact termly	Mote: £78 Schoolcloud £678 GCSE Pod £788	Pupil engagement in remote learning data
Phone calls home to parents and carers of pupils who are self-isolating to ensure they have access to necessary ICT equipment and wifi.	All pupils have access to ICT equipment and access to wifi to complete remote learning	Review half termly		Communication logs and ICT equipment dispatch documents
Webcams/ headsets provided to classrooms, also provided to staff for live learning during self-isolation. Computers for D&T classrooms for live learning and laptop for MHI	Enable live lessons to be delivered from within school and for self staff isolating	Review half termly	£755 + £2360	In Y10 86 live lessons were delivered over the course of one week, with 78% of pupils logging in to the lessons.
Paper booklets, books and stationery for students to complete home learning tasks provided	Enable work to be complete at home	Review half termly	£3652	

Action Pupil welfare and pastoral support	Intended outcome	Timescale	Cost	Impact
Students who have been identified as having COVID-related anxieties or stress have been identified and are receiving support from the SEMH practitioner and pastoral leaders and external counselling services	Identified students are able to access support when required and can access curriculum at school appropriately	Sept 2020	£1450	Improved attendance and engagement with remote learning when comparing the March lockdown with current remote learning
Extended student support used for identified students	Students who have missed learning through lockdown and or who are anxious have support to allow them to access curriculum	September 2020		Improved attendance for these pupils
Extensive welfare calls made from school to vulnerable families via pre-paid mobile phones & home visits	All pupils, but most particularly vulnerable students were supported with remote learning but also had a welfare/safeguarding check	September 2020	Mileage(RH) £300 4 wks PBR £1,900	Currently, approximately 95% of pupils are attending online learning. Non-attenders are quickly identified and supported.
Laptops provided to identified vulnerable children to ensure access to remote learning, plus licences for chromebooks	Pupils able to engage in remote learning effectively	September 2020	Licences £209	Over 60 devices have been issued to pupils and monitoring of their use shows a positive uptake with remote learning.