The government COVID-19 catch-up premium has been established to mitigate the effects of the unique disruption caused by coronavirus. The grant will only be available for the 2020-2021 academic year. Schools should use this funding for specific activities to support pupils to catch up for lost teaching time over the previous months. To support schools to make the best use of the funding, the EEF has published a support guide: https://educationendowmentfoundation.org.uk/covid-19-resources/covid-19-support-guide-for-schools/#nav-covid-19-supportguide-for-schools1

A summary of their best practice is as follows:

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| **Overall Strategy Area** | **Specific Strategies** |
| Teaching and whole school strategies | Supporting great teaching  Pupil assessment and feedback  Transition support |
| Targeted approaches | One to one and small group tuition  Intervention programmes  Extended school time |
| Wider strategies | Supporting parents and carers  Access to technology  Summer support |

As with all government funding, school leaders and governors must be able to account for how the money is being used. Therefore the impact and spending strategy for this catch-up premium will be reviewed at every Full Governors meeting throughout the 2020-2021 academic year. When Ofsted re-commence routine inspections, they will make judgements about the quality of education being provided which will include how you are using the funding to ensure the curriculum has a positive impact on all pupils.

**Coronavirus (COVID-19) catch-up premium strategy outline**

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| **School** | **Shevington High School** |
| **Headteacher** | **Julian Grant** |
| **Chair of Governors** | **Michelle Foster** |
| **Amount of Covid 19 Catch Up Funding** | £58,400 (£62,720 following Oct Census) |
| **The overall aims of catch-up premium strategy**  **o To reduce the attainment gap between your disadvantaged pupils and their peers**  **o To raise the attainment of all pupils to close the gap created by COVID-19 school closures** | Catch Up Priorities   * Shielding and Attendance * Engagement of vulnerable families * Supporting and engaging SEND students, online and in the classroom * Engaging and supporting EAL students * Engagement, during remote learning lockdown and when quarantined * Engagement in the classroom * Access to remote learning |
| **BARRIERS TO FUTURE ATTAINMENT**  Academic barriers: (issues addressed in school such as low levels of literacy/maths) | Literacy and access to remote learning activities.  Access to learning resources to complete tasks set. |
| **ADDITIONAL BARRIERS**  External barriers: (issues which require action outside school such as home learning environment and low attendance) | No internet of digital device through lockdown  Low Attendance  Poor Home Learning environments  Multiple Sibling families sharing Digital Devices |

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| **Strategy Area** | **Specific strategy** | **Success criteria** | **Evaluation** | **COST** | **Impact** |
| **Teaching** | Develop Blended Learning using Google Classroom.  Frequent Low Stakes Testing to improve pupil assessment and feedback.  Identify knowledge and skill gaps in students.  Implement a catch up intervention at Break, lunch and After School, Holidays  Use online package and apps to support catch up: GCSE Pod, Tassomoi and Hegarty Maths etc | Staff using Google Classroom effectively  Regular data collection.  Gaps identified and provide feedback for intervention.  Students settled into learning they are confident and focused in lessons.  Students are accessing online packages. |  | £8,000 allocated to support catch up interventions |  |
| **Curriculum** | All students receive high quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life. | Curriculum to remain broad and balanced.  All students continued to be taught a wide range of subjects maintaining their choices for further study and employment. |  | Within budget |  |
| **Remote Education and Learning** | Implement the DFE expectations for Remote Education.  Develop remote education so that it is integrated and blended into school curriculum planning.  Continue to develop CPD teaching strategies for remote learning.  Develop a Remote Learning Technical Support Strategy | High quality remote teaching and learning in place via Google Classroom  Students are following the same curriculum when in or out of school.  Effective Diagnostic Assessment of task set via SAIL Rubrics  Effective Teacher assisted IT Support. |  | £8,000  contribution to tech support salary |  |
| **Targeted Academic Support Y11** | To identify a target group for additional tuition for Y11 students in Mathematics and English and Science based on Y11 Mocks and teacher assessments.  Create an additional Set in Year 11 core English and Maths to address the gaps in their knowledge and skills.  To support and Mentor the Y11 learners that have not engaged in remote learning.  Implement a catch up intervention at Break, lunch, After School, Holidays | Target group have engaged and improved in Mathematics and English in year 11  Y11 students show improvement of at least one grade on starting points.  Remote learning engagement improved and students are submitting work online regularly.  Targeted students attend in after School Catch up session. |  | £16,000 for tuition partner delivery |  |
| **Targeted Academic Support** | Remote Learning Support for all Year Groups. Focusing on access to Google Classroom Suite.   * Online Safety * Up loading work * Engaging on Live Lessons (Google meet) * High Expectations * Support and advice   Tracking, Monitoring and identification of lack of engagement gaps in knowledge and skills. | All students can log on and access the work set on Google classroom.  All students are safe and sensible online.  Effective remote learning support from staff during quarantine / isolation periods.  Identified students get targeted support to ensure improved engagement. |  | £6,000 for tuition partners and support |  |
| **Targeted Academic Support** | All students in all years have access to coaching. In school and remotely.  Weekly Wellbeing checks for vulnerable and isolating students  Students identified through engagement on the Google Classroom Suite  Year Group Assemblies | Good attendance to coaching.  Students setting regular learning goals and using log books  Targeted students in touch with HOY |  | School budget |  |
| **Wider Strategies** | Attendance Strategy   * Track Covid 19 Abs * Track student sickness * Clear identification of reasons for absence and tailored support * Monitoring engagement of absent students * Engage and Target Attendance support | Improve targeted students attendance  Students attending live lessons and submitting work on Google Classroom  Improved communication to parents re absence and shared expectations of remote learning. |  | £2,000 messaging costs |  |
| **Wider Strategies** |  |  |  |  |  |
| **Wider Strategies** | Students in years 7 – 8 to completed the NGRT GL Online reading tests to identify students where reading and SPAG may limit progress.  Identified students will then will get targeted Literacy support and interventions per year group,  Additional TA support to be provided | GL Assessment shows that identified students have improved reading scaled scores to bring them in line with their  chronological age . |  | £3,500 NGRT fees  £12,120 TA support |  |
| **Wider Strategies** | Provide laptop / Chromebooks and wifi dongles for identified disadvantaged students and those identified as vulnerable 52 students identified across all year groups with lack of adequate equipment or connectivity issues | All students have access to Google Classroom they have:   * A device. * Wifi Connection |  | Funded via DFE  £6,000 school devices loaned |  |
| **Wider Strategies** | Provide Emotional and Wellbeing Support in all year bubbles  Staff roles revised and re focused on school COVID priorities | Students' Behaviour in school is good.  SIMS Behaviour Data is positive.  Zone Pastoral care is in place and effective. |  | £1100 wellbeing resources |  |
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| **Additional comments/evaluations** : We have based our decisions on where to direct the Covid 19 Catch Up funding on the following key findings.    1) Changing teaching strategies and pedagogy in the current climate demand students have clear learning requirements and effective feedback and support. Through the students effective use of Google Classroom and other supporting software packages such as GCSE POD etc.    2) Students at the Shevington High School respond well to teaching support in small groups, this has been offered to small cohorts, the funding gives us the opportunity to deliver to a wider cohort. This will enable us to support filling the knowledge and learning gaps and enable us to stretch, challenge and improve the ambition of our students.    3) We have developed a robust remote learning offer through Google Classroom. The biggest challenge is ensuring all students including those from deprived families have access to the technology and internet so they can work remotely on Google Classroom. |