CHASE HIGH SCHOOL: CATCH UP STRATEGY

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1.0 <u>Background</u>

On 19th June, the Government announced a [Catch-Up Fund](#) of £1 billion divided into two parts:

- A one-off universal £650 million catch-up premium for the 2020-21 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time.
- A £350 million National Tutoring Programme to provide additional, targeted support for those pupils who need the most help.

Full details on eligibility, funding allocation, payments and use of the funds can be found in the DfE guidance [Covid-19 Catch-up Premium](#)

Schools' allocations are calculated on a per pupil basis, with a total of £80 for each pupil. Chase High School is set to receive approximately **£69,000.**

Schools are expected to use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on [Curriculum Expectations for 2020-21](#)

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances. To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a [Support Guide for Schools](#) with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way.

2.0 Strategy Statement:

For our pupils, compensating for the negative impact of school closures will take a sustained response. It is highly unlikely that a single approach will be enough. Therefore, the approaches are aligned with pupil premium spending and our broader school priorities. This will ensure catch-up premium funds are spent in a targeted way, ensuring that pupils receive the opportunity for additional support to make up for lost teaching (and learning) time. These will be targeted under three general support strategies: Teaching and whole school strategies, targeted approaches and wider strategies. These approaches will reduce the attainment gap between our disadvantaged pupils and their peers and ensure that attainment is raised for all pupils, closing the gap created by COVID 19 school closures.

3.0 Objectives

- Undertaking appropriate baseline assessments to determine the level of support required for each pupil to catch-up.
- Ensuring the type of educational support provided is that which bests suits and/or facilitates the process of catching up.
- Ensuring that pupils have access to appropriate advice, guidance and support to facilitate the process of catching up.
- Ensuring that every pupil is meeting or exceeding their target grades.

3.1 Barriers to Learning

- Attendance – With increased positive cases of COVID 19 within the community, there is a disproportionate number of pupils that are required to self-isolate. This is Priority 4 in the Academy Improvement Plan.
- Literacy levels have been identified as a key strategic priority across the school addressed as Priority 7 in the Academy Improvement Plan.
- Access at home to laptop/PCs is vital to ensure pupils can continue to access the curriculum.

4.0 Funding and Planned Expenditure

Chase High School will receive approximately **£80,0000** for the academic year 2020-21.
Refer to the table overleaf for breakdown of strategic expenditure.
The impact of the expenditure will be assessed against the objectives delineated in section 3.

Support	Cost
Teaching staff	£30,000
Targeted intervention	£10, 000
Technology support	£12,000
Wellbeing Support	£10, 000
Attendance Service	£8, 000
	£69, 000

5.0 Key strategies

Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Additional staffing in English, to support small group tuition	Students to achieve reading targets in line or above national benchmarks	EEF COVID support for schools highlights extensive research supporting the impact of high quality small group tuition.	Monitoring through learning walks and analysis of data termly. This is reviewed at SLT and scheduled at Governor meetings as part of the wider literacy Strategy on the Academy Improvement Plan.	EBA	Termly

Emotional Health and Mental well-being support	To support all pupils with their transition and reconnection with education. This will be in the form of extra counselling availability, Social Emotional Aspects (SEAL) sessions for targeted pupils. As well as a new dedicated mental health space (recharge room) for pupils.	A huge concern during lockdown was the impact on pupils mental health and well-being. Pastoral, safeguarding and SEN reports all show that during lockdown there were numerous concerns with pupils mental well health and well-being.	• Involvement of pastoral team, safeguarding and SEN team to ensure correct pupils are offered the extra support services • To ensure that all these services are in place from the outset of their return • To monitor the need regularly for emotional support	JFO	Termly review

Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
English Intervention Tutor	To support targeted pupils in English in Key Stage 3, Key Stage 4 classes and Post 16 resit classes. This includes one to one and small group sessions.	EEF COVID support for schools highlights extensive research supporting the impact of high quality small group tuition.	- Identification via the subject lead of English and Director of Key Stage 4/5 to ensure the most vulnerable pupils are targeted. - To ensure the support is 5 pupils or less for really high levels of need - To review progress of pupils over the course of the academic year via data drops and regular assessment	EBA	Termly – linked to Data Drops and key assessment points

Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Maths intervention Tutor	To support targeted pupils in Maths in Key Stage 3, Key Stage 4 classes and Post 16 resit classes. This includes one to one and small group sessions.	EEF COVID support for schools highlights extensive research supporting the impact of high quality small group tuition.	• Identification via the subject lead of Maths and Director of Key Stage 4/5 to ensure the most vulnerable pupils are targeted. • To ensure the support is 5 pupils or less for really high levels of need To review progress of pupils over the course of the academic year via data drops and regular assessment	SMA	Termly – linked to Data Drops and key assessment points

Individual visualisers for teaching staff/classrooms	To allow all staff to utilise Windows Teams technology and virtual teaching within their class rooms and access outside of their physical classrooms	Enhancing the provision of home learning for all pupils was key following on from a review on the barriers to learning for many pupils when physically not at school. Staff also need to develop tools to teach virtually to provide an excellent curriculum offer to pupils.	• AHA to develop home learning support. To ensure all staff are able to utilise the visualiser to teach and record lesson content across the curriculum. • The ability to link the community with teams and the visualisers will allow us to enhance our offsite learning provision across all departments.	AFA	Termly
Personal computers for students home learning	To ensure all students are able to access the curriculum fully offsite and any technological barriers to learning are prevented	During lockdown numerous PP pupils struggled with home learning tasks and engagement with the online curriculum due to a lack of technology to use to undertake work at home.	• Targeted support where needed via PP lead • Use of SMHW and engagement with lockdown learning, to ensure pupils with the most need for technology are supported.	AFA	January 2021

Pastoral role – parental liaison	To improve the capacity for the pastoral staff to communicate regularly and effectively with home.	Parental contact and support was key to providing the continuity of education during lockdown. With the challenges that COVID has brought to the pastoral team, there would need to be a focus on supporting our pupils more effectively by developing the communication link and work with home.	• Review and tracking of new pastoral lead team role. To review new contact systems with parents and review outcomes.	TWO	Termly
Safeguarding provision development – new safeguarding officer role	To develop the safeguarding provision and the ability to offer effective early intervention via early help to families at the school.	Increasing need for support and wellbeing of the community requires increased school capacity. By developing the capacity of the safeguarding team we could utilise early intervention support more effectively at support families as quickly as possible before escalating to a social care level and ensure attendance and engagement in school.	To develop the safeguarding team with the new role and use of technology to identify pupils and families who need early help and support. To ultimately meet the increased needs of our community.	LWI	Termly

| Increase Community Attendance Support capacity | For all families to have the support and contact to ensure continuation of learning. | Attendance for disadvantaged pupils and rates of persistent absence has been further negatively effected though COVID. The same group of pupils are least likely to access remote learning. | Monitor attendance rates and pupils engagement through data drops and staff feedback. | JCO | Termly and at Governors reporting cycle |

6.0 Review

The strategy will be reviewed on a half-termly basis by the Headteacher, Mr J Foster.

An annual review will occur in June 2021.