

# Bishop Stopford School

## Catch-Up Premium Strategy 2020-21

### 1) Summary information

The Catch-Up Premium is a government initiative, providing schools with one off funding for the 2020-21 academic year. The purpose of this funding to support children and young people to catch up for any lost learning time, due to enforced school closures brought about by the COVID-19 pandemic.

Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the curriculum expectations for the next academic year (GOV.UK). The key principles that underpin the curriculum advice are as follows:

- **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. Where needed, remote education is high-quality and safe, and aligns as closely as possible with in-school provision. Schools and other settings continue to build their capability to educate pupils remotely, where this is needed.

There are a number of recognised barriers which students face may face due to COVID-19. These are summarised below:

<b>Identified barriers to learning (October 2020)</b>
B1: Literacy skills
B2: Gaps in learning due to school closure or periods of self-isolation
B3: Preparation for additional periods of home learning (e.g. partial school closure)
B4: Ensuring all students can access learning from home
B5: Challenges in meeting the needs of the curriculum due to lost learning time
B6: Ensuring SEND students are making social, emotional and academic progress
B7: Adapting teaching and learning provisions within the 'new normal' in the classroom
B8: Gaps in careers and further education advice.
B9: Meeting the needs of our year 7 cohort, using relevant data
B10: Maintaining a high attendance rate for all of our students
B11: Wellbeing: concerns around academic pressures as a result of COVID.
B12: Wellbeing: enhanced anxieties and low self-confidence
B13: Ensuring parental engagement levels are maintained during the 'virtual meeting' era
B14: Ensuring high quality teaching and learning is maintained in an online setting
B15: Ensuring our disadvantaged students do not fall further behind

Throughout this academic year, we will be actively working to tackle the above barriers in a range of different ways, following guidance from the Education Endowment Foundation (EEF).

We are committed to ensuring that every child at Bishop Stopford School is able to reach their unique potential.

Despite the current challenges, education is not optional and it is essential that all students continue to receive high quality provision. Our curriculum continues to be rigorous and ambitious, equipping students for their further study and employment options.

## 2) Funding information

School allocations are calculated on a per pupil basis and mainstreams schools are allocated £80 per pupil in years 7-11.

<b>Students on roll (years 7-11)</b>	<b>Funding</b>
<b>1088</b>	<b>£87,040</b>

## 3) Planned outcomes:

This section outlines the desired outcomes from the Catch-Up Premium fund and how this will be measured.

	<i>Desired outcome</i>	<i>Intentions/Success criteria</i>
<b>A</b>	The impacts of lost learning time will be mitigated through additional learning provisions for year 11.	P8 score for this cohort similar to previous years.  Student voice.
<b>B</b>	All students have access to equipment and resources enabling them to maximise educational and enrichment experiences, especially when learning remotely.	Student engagement in TEAMS lessons and completion of remote learning work, monitored by subject staff.  Student attendance, monitored by the attendance officer.
<b>C</b>	All students will be given the appropriate support to 'keep-up' during periods of self-isolation	Staff CPD to ensure staff are confident using the TEAMS software for online teaching.  Engagement in 'keep-up' sessions, ran remotely, to help bridge the gap around any lost learning during this academic year.
<b>D</b>	All students to have good well-being, despite the uncertainties they are facing.	Whole school approaches through wider curriculum such as PSHE and GRIT.  Greater focus on 1-1 support for year 7 and year 11. Support for parents will also be provided.  Feedback from pastoral team.

#### 4) Catch-Up Intent

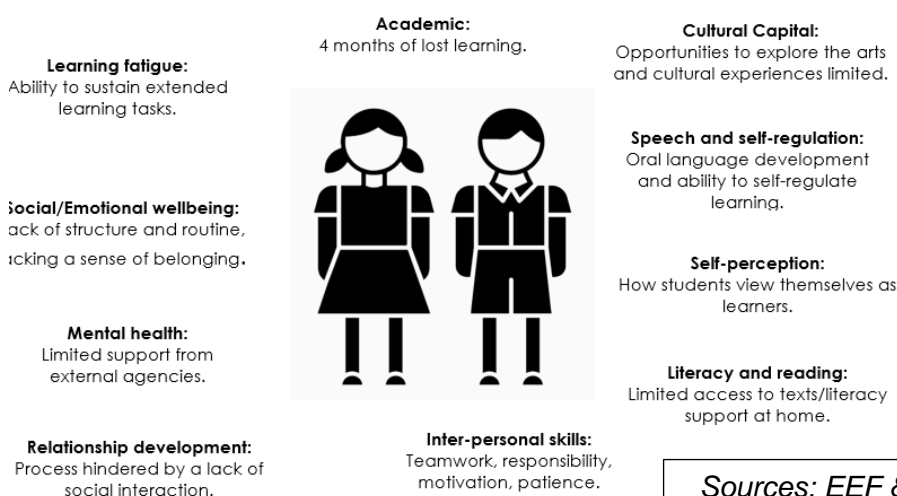
The term 'Catch Up' comes with a range of complexities. All students will have been impacted by COVID-19, however some have been impacted more than others.

In short, we are aiming to mitigate the impacts of COVID-19 on our young people, academically, socially, emotionally and culturally.

Academic progress is at the core of our Catch-Up strategy, to ensure that our learners are impacted as little as possible by COVID-19. We are trying to bridge the gap in learning but also allow students to 'keep up' with the new normal- facing periods of self-isolation and learning fatigue.

Furthermore, the impacts on students socially, emotionally and culturally cannot be disregarded. These will form part of our wider strategies, allowing us to support students entirely.

### How have our students been affected?



#### 5) Planned expenditure

This academic year (2020-2021) Bishop Stopford will be in receipt of approximately **£87,040**; below are the outline plans for how significant proportions of the money will be spent, together with the expected impact.

Our plan will encompass the following priorities:

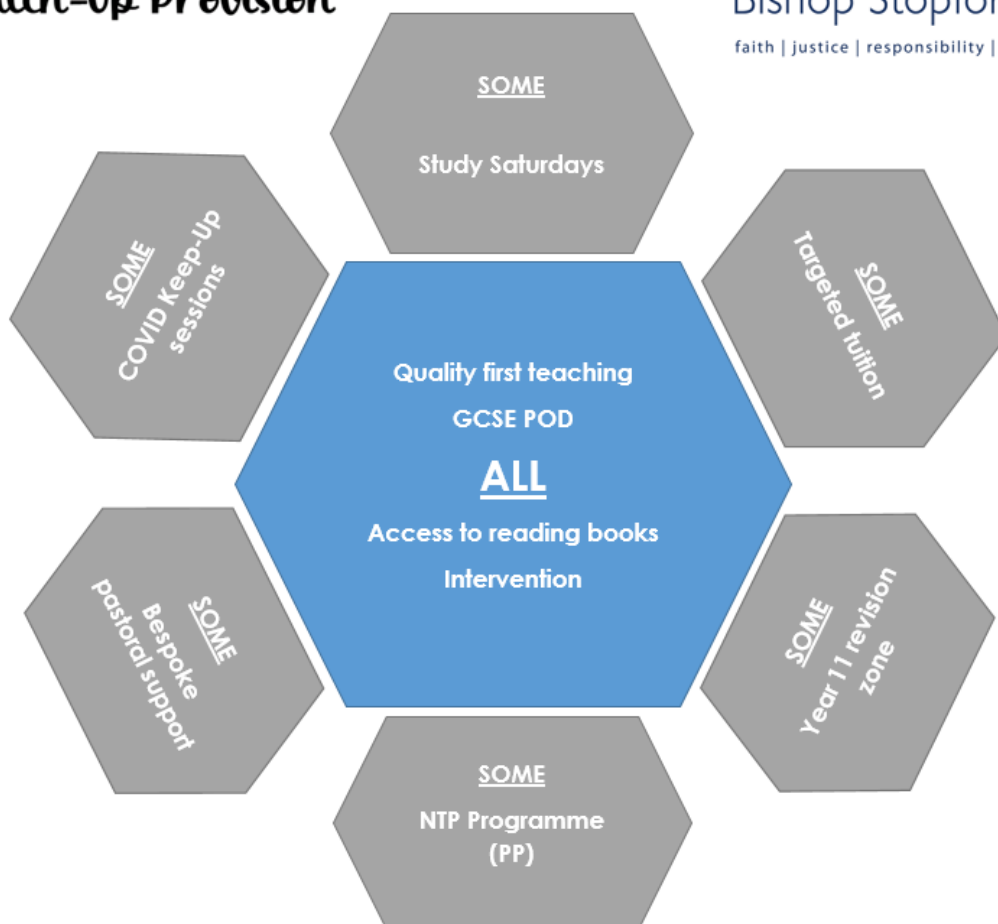
- To ensure that students feel supported during this challenging time, both academically and emotionally.
- To provide high quality provision during periods of school closure.
- To ensure, where possible, that disadvantaged students are disproportionately affected by the impacts of COVID-19.
- To ensure, where possible we maintain a sense of cultural capital and explore different ways this can be achieved.

<u>Commitment</u>	<u>Expected impact</u>	<u>How will the impact be measured</u>	<u>Review date</u>
<b>Intervention</b>			
1) 1-1 support for students in year 11.	Students attend and make expected progress in Progress 8 subjects.  By starting intervention earlier in KS3, issues students may have can be addressed earlier on.	KS4 reports reviewed termly to identify students making less progress.  Student voice	Termly.  September 2021.
2) Study Saturdays	A bespoke Saturday school programme for year 11 students, allowing them to have additional catch-up sessions in all GCSE subjects.	KS4 reports.  Student voice.	Termly.  July 2021.
3) COVID Keep-Up sessions	Online sessions in Maths, English and Science for year 11 students who face periods of self-isolation during the academic year.	KS4 reports.  Student voice.	Termly  July 2021.
<b>Resources</b>			
1) Revision guides to be offered to all students.	Students will be able to work independently and supplement lost learning with an additional resource.	HOY and SLT link analyse data from KS4 reports.	Termly, date dependent on different year groups.
2) How to revise at GCSE guide purchased for all students in year 10 and 11.	A resource designed to help students understand how to revise effectively and encourage independent learning and self-regulation.		
3) Year 11 revision zone	A staffed year 11 revision space, to allow students to silently revise during their afternoon break.	Mock data (value added for the year group).  Student voice.	March 2021  July 2021
4) Reading book boxes for forms in year 10 and 11.	Bespoke book boxes, for students in year 10 and 11. A range of literature including fiction and non-fiction texts as students are unable to access the library.	English department: feedback on access to texts during lesson time.  Student voice.	Termly.  July 2021.

5) 1 year subscription to GCSE POD.	A blended learning resource, allowing students to revise building bespoke subject specific podcasts for each of their subjects.	Analysis of usage of the subscription.  Student voice.	Termly.  July 2021.
6) Subject specific resources.	A variety of subject specific resources will be purchased where necessary to enhance students learning experience.	N/A	N/A
7) Exercise books during any period of school closure.	Students will be provided with exercise books in their subjects (in case they run out of space) in order to maintain high quality home learning. This will also ensure consistency of work expectations.	Quality of work completed during period of school closure, to be checked by staff.	February 2021.
<b>Guidance</b>			
1) Partnership Work with the Happy Child Agency.	The Happy Child agency will be providing pastoral support for students in years 7-11. This will be small group support, alongside a workshop for parents in supporting anxious children.	HOY feedback on student wellbeing. Measure impact from behaviour, reports and teacher feedback.  Student voice.	Termly.  July 2021.
2) Changes to the GRIT and PSHE curriculum.	We are making changes to the wider curriculum working specifically on resilience and self-regulation. These will be holistic approaches and changes will be built on in year 7, 8 and 9. Staff training will also be provided to facilitate this.	Feedback from the PSHE lead.	Termly.
3) Additional counselling provision where necessary.	In line with what is already in place in school, we will expand the counselling programme where	HOY liaise with Catch Up Premium Leader and SLT, measure impact from behaviour, reports and teacher feedback.	

	necessary to support students.		
<b>Enrichment</b>			
<p>1) Offer of COVID secure trips.</p> <p>Where possible, we will explore how we can offer cultural experiences to our students in a COVID safe way.</p>	<p>Due to COVID-19, students have been unable to take part on any trips. Whilst we cannot take students away, we will explore what can be done locally to ensure that cultural capital is not diminished.</p>	<p>Student and parent feedback</p>	<p>'Post-trip'</p>
<b>Staffing</b>			
<p>1) The appoint a Catch Up Leader in school and to integrate this post-holder in to the Extended Leadership Team for 2020-21.</p>	<p>An individual to oversee the Catch-Up provision.</p>	<p>Student outcomes.</p>	<p>Termly</p>

The diagram below shows the Catch-Up strategy for our year 11 students.



### **6. How will the effect of this expenditure on the educational attainment of those pupils in the school be assessed?**

Section 5 clearly outlines how the expenditure will be assessed and explores how frequently this will happen.

We are exploring different ways to support students daily and the list of expenditure above will continue to grow and change over the academic year.

Due to the changing nature of COVID-19, we are committed to being dynamic in our approach when supporting students and ensuring that we are fluid and responsive where necessary.