

COVID Catch Up Fund Strategy

1. Summary information			
School	Notre Dame Catholic College	Academic Year	2020-2021
Total number of pupils	819 (111 Sixth Form)	Covid Premium £80 per student £819 x 80=£65,520 (Received so far £37,055)	
2. Guidance			
<ul style="list-style-type: none"> Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge. Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in year reception through to 11. As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations. 			
3. Use of Funds		4. EEF Recommendations	
<p>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 guidance on curriculum expectations for the next academic year.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a coronavirus (COVID-19) 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.</p>		<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> Supporting great teaching Pupil assessment and feedback Transition support <p>Targeted approaches</p> <ul style="list-style-type: none"> One to one and small group tuition Intervention programmes Extended school time <p>Wider strategies</p> <ul style="list-style-type: none"> Supporting parent and carers Access to technology Summer support 	
5. Priorities for the school			
Academic barriers (issues to be addressed in school, such as poor literacy skills)			
A.	Ensuring that the school adopts a thorough process to identify students who require catch-up and that any gaps in knowledge as a result of school closures are eliminated by our catch-up strategies.		

B.	Ensuring that staff and students are prepared for blended learning, physically, academically and pastorally.
C.	Ensure that students have positive levels of well-being and are confident they can achieve, despite the period of partial school closure.
D.	Ensure that attendance is kept as a priority in the current climate for all students.

6. Intended outcomes (specific outcomes and how they will be measured)		Success criteria
A.	Students have no relative gaps in knowledge when considering the national curriculum content due to partial school closures. Students demonstrate progress over the academic year. 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.	<ul style="list-style-type: none"> Assessment points show an improvement in student outcomes as they move through the academic year. Catch-up trackers show the knowledge of students in growing and gaps reducing over the course of the year. GL Assessments- Progress test outcomes are used to adapt schemes of learning to address gaps in the knowledge and understanding of the Year 7 students in English, maths and science
B	Staff and students have the knowledge, skills and equipment to access the software to receive and deliver blended learning and the process is seamless during periods of isolation for staff and students.	<ul style="list-style-type: none"> Evidence of Teams lessons delivered to students throughout the academic year. Student voice demonstrates successful delivery of curriculum regardless whether in person or blended. All students access the systems regularly and engage with the home-learning.
C.	Students feel confident in attending school as they want to ensure they achieve. Students have good levels of well-being. Interventions are in place for subject based learning	<ul style="list-style-type: none"> PASS survey shows positive results. Engagement in remote learning is high and improving. Student voice surveys show that they are prepared and ready for learning face to face or blended.
D	Attendance to school exceeds 96% (non-covid related) Reduction of PA to at least 9%. (non-covid related). Appropriate	<ul style="list-style-type: none"> Attendance, despite current COVID situation is improving. PA decreases

7. Planned expenditure	
Academic year	2020-2021
The three headings enable you to demonstrate how you are using the Covid Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.	

i. Quality of teaching for all					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<p>Students continue to receive a full curriculum, however, one that is planned based on the educational needs of the pupils.</p>	<p>A full curriculum for each subject will be planned and implemented.</p> <p>Key Stage 4 curriculum plans have been reviewed as a result of changes to assessment arrangements in certain subjects. 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>This will enable learners to progress to the next stage of their learning journey.</p>		<p>Departmental Reviews</p> <p>Curriculum Statements</p> <p>Work Scrutinises</p> <p>Student Voice</p>	<p>GW</p>	
<p>The curriculum will be informed by an assessment of pupils' starting points, addressing the gaps in their knowledge and skills</p>	<p>A consistent approach to address gaps in knowledge and skills will be developed across the school in both key stages which includes the use of catch-up trackers. This assessment tool identifies any gaps in skills or knowledge for the students and allows the subject teachers to address these in small steps to ensure lost learning is caught up</p>	<p>There are now significant gaps in knowledge – whole units of work have not been taught meaning that children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum.</p>	<p>Departmental Reviews</p> <p>Curriculum Statements</p> <p>Work Scrutinises</p> <p>Student Voice</p>	<p>HOD</p> <p>SLT Line Managers</p>	<p>Summer 2021</p>
<p>Purchase of GL Assessments for Y7 to provide baseline and gap details.</p>	<p>Assessment will give a benchmark for students attainment in the absence of KS2 tests/scores compared to the National picture.</p> <p>Data will allow more accurate setting.</p>	<p>QLA feedback from assessments will identify gaps in learning, particularly important this year due to the COVID-19 closure of schools in summer 2020. This will allow the curriculum to be adapted to support catch up for Year 7.</p>		<p>KT/ Exams Officer</p> <p>HOD</p>	<p>Assessment Points</p>

Encourage frequent Low Stakes Testing to ensure all students, and disadvantaged students, experience success and celebrate the acquisition of knowledge.	Student confidence increases as they experience success. Students settle back into education without the pressures assessments can bring. Teachers can gain information about where students are at in a low pressure environment	Planning effective assessment is integral to supporting teaching. It is important to deploy assessment approaches sensitively to diagnose the impact COVID-19 closures have had on students.	Departmental Reviews Curriculum Statements Work Scrutinises	SLT HOD	On-going in class
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Total budgeted cost

ii. Targeted support - Tuition

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Students who have been identified as requiring tuition, receive academic support to increase their confidence now that they have returned to school.	Year 11 subject teachers will plan after school tuition for exam classes to support catch up. Academic Mentors – To be arranged following Assessment Points Tuition Partners – where internal tuition is lacking the school will make use of the approved tutor organisations	The evidence indicates that small group and one to one interventions can be a powerful tool for supporting pupils. High-quality teaching should reduce the need for the extra support, but it is likely that some pupils will require high quality structured targeted interventions.	Student voice Assessment Points	HOY HOD Subject teachers	
Planning for pupils with Special Educational Needs and Disabilities (SEND)	Teachers are aware of individual learning needs and wider conversations with parents, colleagues and specialist professionals. Teachers will have the confidence and knowledge of a variety of strategies they can use to support SEND students in the classroom	Creating a positive and supportive environment that promotes high standards for all can help ensure that students can access the best possible teaching.	Outcomes for SEND at assessment points. Student voice.	SENCO Teaching Assistants, Classroom teachers	On-going throughout the year following the assessment points.

Total budgeted cost

iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Develop remote education so that it is integrated into school curriculum planning.	All staff and students are fully proficient in their use of class-charts and teams that allows active participation with the curriculum whether in or out of the classroom. Student will develop confidence with independent learning. Communication with students will improve and enhance the classroom based learning.	As we are working to a full time, normal return to the classroom, there is still a great deal of uncertainty as to how much of the academic year will be interrupted by COVID-19. It is therefore vital, that we have a plan for a range of eventualities that include planning to high-quality remote learning.	Feedback from students and staff.	SLT AD All teachers	On-going
Provide laptop and wireless connection devices for all students, particularly, disadvantaged students and those identified as vulnerable. Pastoral team has identified students across all year groups with lack of adequate equipment or connectivity issues	All students have the necessary equipment to access remote learning opportunities.	Almost all remote learning uses digital technology, typically requiring access to both computers and the internet. The difficulties with technology coverage for our students reflect the levels of deprivation in the geographical area. Surveys during the lockdown period identified which students do not have access to laptops, internet etc.	Participation log on class-charts and teams Feedback from students and parents via students and parent voice surveys	SLT SH, Pastoral Staff IT	On-going
Total budgeted cost					