Byrchall High School: Recovery Premium Plan 2020-21 REVIEW

The government is providing schools with £650 million of universal catch-up premium funding for the 2020/2021 academic year. The aim of the funding it to help the pupils catch up on education they have missed due to the corona virus (COVID-19) pandemic. Schools should use this funding for specific activities to support their pupils to make up for lost learning time over the previous months. While funding has been allocated on a per-pupil basis, schools should use the amount available to them as a single total from which to prioritise support for pupils according to their needs.

This plan outlines how school plans to use this funding for the whole school, targeted support and wider areas in line with EEF best practice guidance as detailed below.

Overall strategy area	**Specific strategies**
Teaching	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 Supporting pupils' social, emotional and behavioural needs

Ensuring gaps in skills and knowledge have been narrowed.

Coaching and support for NQT/RQTs, whose classroom experience during their training year was limited due to lockdown.

Remote learning plan that ensures all students have access to high quality learning throughout periods of isolation/closure.

Teaching from the front strategies.

Maintenance of high quality teaching and learning during teacher isolation periods.

Ensuring poor literacy is not a barrier to success.

Modified transition for year 5/6 pupils to ensure parents and pupils are adequately prepared for September 2021.

Small group intervention via internal staffing and NTP.

Bespoke study support at lunchtimes and afterschool. Holiday clubs.

Bespoke English & Maths programme for identified pupils.

Access to electronic devices and internet.

Careers guidance.

Home-school communication.

Well-being interventions for identified pupils.

School overview

School name	Byrchall High School
Academic year	2020-2021
Pupils in school	976
Catch up premium allocation	£76 800
Review date	July 2021
Statement authorised by	P Paul
Catch up funding lead	C Smith

2020-21 pupil profile	Total	Male	Female	PP	SEND	LAC
Y11	189	75	114	57	28	5
Y10	170	84	86	45	18	3
Y9	177	100	77	52	18	2
Y8	242	134	108	82	34	5
Y7	192	87	105	72	30	3

Cognition with a number with SEMH make up the majority of the SEND profile within the school.

NB – Year 11 2021 data refers to TAGs based on standardised assessments conducted. Data for years 7-10 is based on internal progress data.

1. Teaching and whole-school strategies

Measure	Activity	Success criteria	Cost	Staff lead	Evaluation
Ensuring gaps in skills and knowledge have been narrowed.	Subject leaders to review curriculum delivery and reflect on the gaps in skills and knowledge from 6 month period of closure.	Gaps closed leading to 80% of pupils making at least expected progress.	Built into whole school CPD	PP/HoDs	Reviewed programmes of study.
	Covid strategy statement shared at CPD.	Increased % of pupils with at least expected attitude to learning as progress through each data collection through the year.	Built into whole school CPD	PP	Student Voice Improved achievement
	Amendment of curriculum plans and programmes of study in response to this.		Department Time	AF/PP/HOD	QLA in place
	Ongoing formative assessment through low stakes assessment and in class questioning. CPD training sessions.	Reopening Covid Strategy and Curriculum Plans 2020-21 in place for all subjects	Built into whole school CPD	PP	81.6% pupils achieved 4+ in English and Maths. Learning gaps narrowed over time as spring tracked 57.8%.
	Assessments that incorporate the skills and knowledge from March-July 2020 to further identify gaps leading to further amendment of curriculum plans as needed.	Clear assessment strategy in place to address gaps	Department Time	AF/PP/HOD	91.4% in Maths 82.2% in English. Learning gaps narrowed as spring tracked 54.1% & 47.0% respectively.
	Curriculum mapping in response changes in GCSEs allows for adequate curriculum coverage so all pupils fully prepared.	Curriculum Map in place	Department Time	AF/PP/HOD	71.2% pupils achieved 5 standard passes inc EM. Spring tracked 52.4%

	QLA / DTT in response to formative assessments including mock examinations with specific actions in place in subject areas.	QLA/DTT in place and effectively informs next steps			showing learning gaps narrowed. 60.6% achieved a positive P8. Improvement from Spring 56.8%. EBacc: 14.8% > 27.6%. Grade 4.0>4.75 spring to actual. Strong pass 18.4%>27.6%. Science VA: -0.04 > 0.96 Languages VA: -0.379>0.675 Humanities VA 0.598> 0.779 Spring half term > actual. Results show gaps in learning narrowed using QLA & DTT strategies Attitude to learning scores vary between subjects but improvements

					can be seen throughout the year as evidenced in trackers.
Coaching and support for NQT/RQTs, whose classroom experience during their training year was limited due to lockdown.	In house CPD programme based on JPD. Partnership with Teach First as part of ECF pilot to further support cohort via external remote CPD. NQTs have allocated trained mentors and bespoke action plans with progress reviewed weekly. RQTs have a designated coach.	NQTs/RQTs deliver high quality lessons. Identified during lesson observations and drop-ins. NQTs/RQTs effectively support student achievement including identifying and addressing gaps	Built into whole school CPD	CDS CM	CPD Programme delivered and adapted to continue throughout school closures and for any isolating staff. NQT Observation / Drop-in / QA. Successful use of lesson study model and JDP. NQT Action Plans & NQT Review docs. All NQTs passed their NQT year 2020/21.
Remote learning plan that ensures all students have access to high quality learning throughout periods	Remote Strategy in place to ensure all staff deliver full curriculum entitlement through high quality online lessons *(See Remote Learning Strategy)*.	Full Curriculum offer in place for all pandemic scenarios	£1100	PP PP	No disruption to learning during school closure or periods of isolation as instant remote delivery.

of isolation/closure.	High quality bespoke CPD for all staff in delivery of remote learning and responsive teaching due to Covid closure. Provide high quality training for staff and pupils in use of Microsoft teams including production of video guides library. Tracking system of home learning engagement by attendance and pastoral team to ensure maximum pupil's progress. No pupil is lost. Ensure staff devices are able to support Microsoft Teams delivery. Establish laptop Loan system to maximise access to device where need is required. Students / parents to be surveyed to assess need Remote learning packs produced half termly for all year groups; allowing pupils who require paper work packs to receive one immediately.	Staff / students aware of expectations and access where required 95% attendance to online lessons during periods of isolation / school closure. All staff delivering online lessons confidently. 95% attendance during periods of isolation and maximised engagement. All staff equipped to deliver online lessons All pupils to access learning during periods of isolation/closure form Day 1. All pupils engaging with home learning from day 1.	Support / Pastoral Staff Deployment Technology Resources (Staff) DFE Laptops £2000 (funded by PP)	PP PP/AH/ NJ/HoY AF/MA PP PP	Blended learning used for isolating pupils throughout academic year Devices not a barrier to success as due to device loan scheme. Ongoing CPD and sharing best practice ensured high quality online delivery for all. Support provided as and when needed, Student engagement in remote learning tracked with rapid intervention as needed. Positive pupil and parent feedback.

Teaching from the front strategies. *(Refer to earlier CPD section)*	Strategies for teaching from the front based on current educational research shared including feedback and checking for understanding strategies. Purchase and effective use of classroom visualisers to support teaching from the front for all departments.	Quality first teaching maintained as shown in lesson observations and learning walks. Increased modelling and feedback as shown in lesson observations, learning walks and progress data.	CPD Budget £1,000	PP PP	QA throughout the year showed quality first lessons in line with covid risk assessment. Continual CPD to develop practice in place with staff engagement.
Maintenance of high quality teaching and learning during teacher isolation periods.	Teachers used to cover classes in instances of Covid-related staff absence. Teachers effectively deliver lessons from home when required to self-isolate	Quality first teaching maintained as shown in lesson observations, learning walks and progress data. Increased student continuity, achievement and engagement during periods of staff absence	Within 1265 directed hours.	AF PP	High quality teaching with specialist staff continued during staff isolation due to strategy meaning gaps in learning now widened and continued to close. Above year 11 data exemplifies this.
Ensuring poor literacy is not a barrier to success.	Increasing profile of reading for pleasure (Refer to Literacy / PP Plan). Regular use of Accelerated Reader during lower school.	Decrease the gap between chronological and reading age	Built into school literacy budget.	IB JT	.Launch of MyOn has increased the profile of reading for pleasure has been raised around school, with staff from all departments participating and hence making the

	Staff CPD on Literacy to include strategies for improving Reading and Vocabulary				initiative more engaging for pupils. Reading promoted throughout the year including through school closer through social media and remote learning. English curriculum adapted to increase reading focus. School wide CPD delivered to support reading. All pupils have access to books through MyOn. Device is not a barrier through loan system.
Modified transition for year 6 pupils to ensure parents and pupils are adequately prepared for September 2021.	Virtual meet the tutor events. Website redesign with bespoke transition section including: virtual meet the team, subject area introductions and lessons and virtual tour.	All students have access to pastoral support. Retain integration of Year 7 pupil numbers. 2020-21 192.	Built into transition budget.	DF	Successful implementation of blended transition. Successful summer school during 2 weeks of summer 2021 for

					new year 7 cohort. Over 100 pupils attended.

2. Targeted support

Measure	Activity	Success criteria	Cost	Staff lead	Evaluation
Reduce the identified gaps in learning through a range of targeted intervention strategies.	Capacity built for in-house intervention team comprising of an English, Maths and Science Teacher. Bespoke cross-curricular small group intervention with teaching staff via the use of pen portraits. Small group intervention for identified pupils in English, Maths and Science. Science and EBacc small group intervention for identified pupils through the NTP. P6 reviewed and rebranded into study support. Small group targeted approach at lunchtimes and afterschool. Afterschool remote study support programme in place.	80% of students making at least expected progress in identified subject. Student gaps identified addressed Strong attendance and engagement towards support and intervention offered	Intervention team salaries 50% - £41 371 (part funded by PP) 50% Catch up/Pupil Premium salary & time £16 883 (part funded by PP) £15 000 Intervention Funds Staff time PiXL budget	CDS JH IB KM CDS CDS CDS CDS	Intervention programmes in E/M/S devised and adapted throughout the year with clear entrance and exit points. Impact reports after each cycle inform future need. Intervention programmes evolved and adapted through the year. Since Nov 2020 433 children received in-house intervention – 40% of these were PP pupils. 72% of pupils maintained or improved progress.

	PIXL build-up app Tasssomai. 15 pupils in year 11. Tutor literacy/numeracy programme for identified SEND pupils who require additional support. Holiday intervention sessions for identified pupils. Implement Return to Learn post Covid discussion between tutors and students to identify next steps required (including access issues and intervention required academically and pastorally)	Further strengthen SEND progress in line with EHC / IEP review	Built into SEND budget. Intervention Budget Pastoral Resources	KM/KLM KS CDS AH/NJ/ HoY	Tassomai launch impacted by covid . Pen portraits devised ad used to close gaps in learning via personalised learning. Successful implementation of NTP tutoring programmes in E/M/S across years 10 and 11. NTP programme used effectively to support PP pupils. Gaps in learning did not further widen for these pupils. Year 10 and 11 pupils across English, maths and Science received NTP; 63 pupils in total – 40% PP. Y11 English 92% at least maintained progress, maths 90% and Science 83.3%. Year 10 English 68% at least maintained porgr4ess, maths 84.6% and Science

					23%. It is noteworthy that the science year 10 pupils did not receive a full cycle of NTP due to recruitment difficulties. Other EBacc subjects aside from Science could not be facilitated due to lack of tutors. P6 successfully rebranded with pupils and staff into small group student support in line with best practice to close gaps and maximise progress. SEND intervention programmes delivered for identified pupils. SEND P8 2021 Y11 -0.04,Gap -0.23 Y10 -0.30 Gap -0.77 Y9: -0.10,Gap 0.00

					Y8: -0.20, Gap -0.20 Y7: -0.30, Gap -0.30 Holiday clubs did not take place due to covid restrictions. Return to learn discussions, meetings and home visits made. Academic mentoring for identified pupils leading to increased engagement. Covid school closure caused disruption to this.
Bespoke English & Maths programme of study for identified cohort of year 7 pupils.	Extra lesson capacity for identified group. Double staffing for group.	80% of students in cohort judged as making at least expected progress by the ned of the year in English and Maths.	Additional English and Maths staffing 50% - £6000 (part funded by PP)	JH IB	In Y7 maths, 70% of those not secondary ready are now judged to be on track. In Y7 English, this figure is 75%. Y8 cohort not secondary ready starting year 8, 56% are on track in maths and 58% in English.

					Staff voice positive.
KS2 to KS3 barriers.	One to one meeting with identified pupils in year 7 to explore barriers to learning. Actions in place post meeting, if required.	80% of students in cohort judged as making at least expected progress by the end of the year.	Funded by PP	PP CDS NJ HoY	

3. Wider strategies

Action	Action	Success criteria	Cost	Staff lead	Evaluation
Ensure all pupils have access to an electronic device and the internet during isolation/closure.	School wide audit to identify pupils in need. Loan scheme for devices and dongles.	All students have access and engaged with inline learning 95% attendance to remote lessons.	Form Tutor / Pastoral time for conducting surveys DFE Loan Computers	PP CDS	Surveys conducted through year and loan scheme implemented Lack of device was not a barrier to learning. Rapid follow up to lack of attendance to lessons.
Renewal of GCSEpod to provide support for consolidation of current and prior learning,	Relaunch to staff in CPD. Relaunch to pupils by use of publicity tools including tutor time roll out presentation. Earlier usage by Year 9 and year 10.	Increase in usage from 2019-20: 4697 pods watched. 80% of students judged as making at least expected progress by the end of the year.	With IT Subscription Renewal Budget	CDS	GCSEPod usage increased by 1823 to 6520 pods watched 2021. Roll out programme in tutor tie to year 10 and then later in the year to year 9.

Careers guidance.	All Year 11 pupils have 1:1 careers interview.	All pupils to receive personalised guidance. Ensure NEET figure remains in line with previous figures	With Careers Budget	TW AR	Careers Interviews accessed and catch-up strategy for any missed appointments. NEET figure of 0 2019 and 2020. 2021 figures available Jan 22. NEET figures below national.
Home-school communication	New system in place for parents' evenings 2020-21 to ensure regular contact home.	High levels of parental engagement via virtual approach supports raising achievement. 80% of students judged as making at least expected progress by the end of the year.	Pastoral / Support Staff deployment	TW DF HoY	Excellent parental engagement in debut year of new system. Form tutor and subject evenings. Positive staff and parent voice.
Plan and implement programme focused on well-being and support post school closure and during pandemic.	Form time programme with focus on self-awareness, reflection and support available inside and outside of school. Programme of Well Being including physical strategies to promote good mental health in core PE and remote during school closures	Increase in attendance and engagement. Attendance figures 2018-19: 95.8% 80% of cohort judges as making at least expected progress by the end of the year.	PSE Budget	DF TW HoY RW	Wellbeing checks carried out throughout school closure and for those isolating to minimise lost learning. Monitored by pastoral leaders. 100% coverage with home visits

					conducted as needed. Whole school initiative on wellbeing was launched and was a big part of the remote learning routine. Positive feedback from pupils and staff (DF) See year 11 data above.
Well-being and pastoral interventions for identified pupils.	Bespoke programmes and/or programmes for identified pupils. Targeted support for students whose attendance and well-being have been and continues to be impacted by Covid. Focus on self-awareness, self-management, social skills, self-esteem and anxiety.	Increase in attendance and engagement. Attendance figures 2018-19: 95.8%. 80% of students in cohort judged as making at least expected progress by the end of the year.	Attendance and Pastoral Team	TW DF AH CDS HoY	Programmes planned and delivered. Mapped to ensure no cross over and cost-effective interventions.

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching & whole school strategies	Ensure staff have the time to develop the skills to be able to teach remotely and in Covid secure classroom with ease to maximise pupil progress. Effectively reviewing pupil gaps whilst accelerating delivery to catch-up on missed learning time following closure	Effective use of INSET days, staff development meetings and staff meeting time including drop in sessions to up-skill staff and share good practice. Student and Parent guidance re accessing remote learning Implement audit to identify pupils who have no access to device and internet. Loan scheme for laptops and dongles. Robust review of curriculum
Targeted support	Swift identification of needs and swift responsive action. Engagement of pupils with intervention programmes.	Effective deployment of intervention team and external tutoring programmes. Home school links strengthened to increase buy-in. Increased senior management capacity in place, to ensure accountability and oversee strategies.
Wider strategies	Pupils in need to access devices and/or internet during isolation or closure. Improving attendance so it doesn't impact progress of other initiatives.	Attendance data regularly shared with staff, form tutor focus on attendance with pupils. Learning and academic mentors to explore barriers to attendance with pupils, families and teachers. Attendance team to provide support/action to those whose attendance is a concern.