

## Byrchall High School: Catch-Up Premium Plan 2020-21

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 is 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

## 1 Teaching

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.

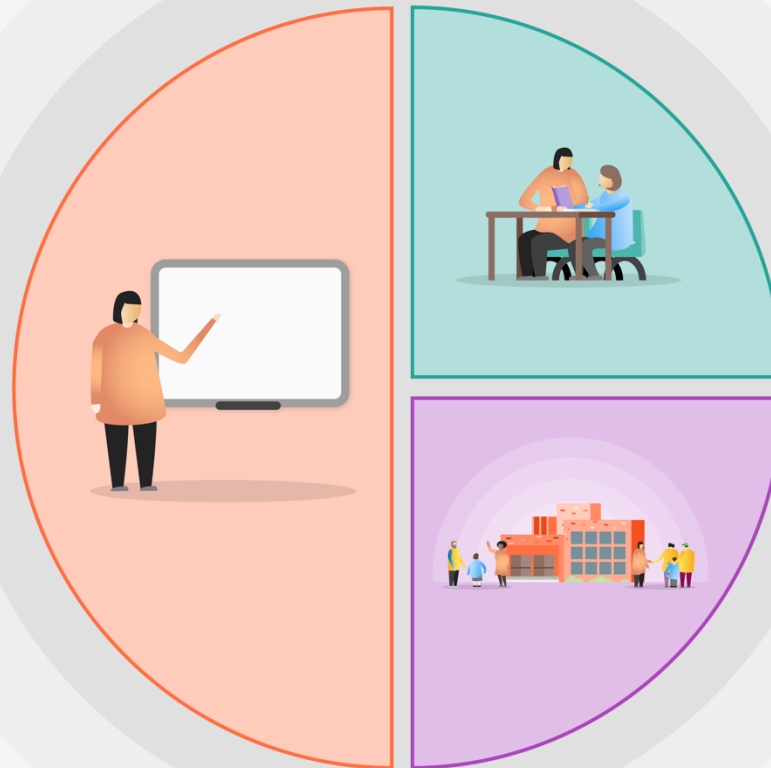
Remote learning plan that ensures all students have access to high quality learning throughout periods of isolation/closure.

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.



## 2 Targeted academic support

Small group intervention via internal staffing and NTP.

Bespoke study support at lunchtimes and afterschool. Holiday clubs.

Bespoke English & Maths programme for identified pupils.

## 3 Wider strategies

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.

## 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 responsive
	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	
	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	
	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	

	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			
Coaching and support for NQT/RQTs, whose classroom experience during their training year was limited due to lockdown.	<p>In house CPD programme based on JPD.</p> <p>Partnership with Teach First as part of ECF pilot to further support cohort via external remote CPD.</p> <p>NQTs have allocated trained mentors and bespoke action plans with progress reviewed weekly.</p> <p>RQTs have a designated coach.</p>	<p>NQTs/RQTs deliver high quality lessons. Identified during lesson observations and drop-ins.</p> <p>NQTs/RQTs effectively support student achievement including identifying and addressing gaps</p>	Built into whole school CPD	CDS CM	<p>CPD Programme</p> <p>NQT Observation / Drop-in / QA</p> <p>NQT Action Plans</p> <p>NQT Review</p>
Remote learning plan that ensures all students have access to high quality learning throughout periods of isolation/closure.	<p>Remote Strategy in place to ensure all staff deliver full curriculum entitlement through high quality online lessons (<i>See Remote Learning Strategy</i>).</p> <p>High quality bespoke CPD for all staff in delivery of remote learning and responsive teaching due to Covid closure.</p> <p>Provide high quality training for staff and pupils in use of Microsoft teams including production of video guides library.</p>	<p>Full Curriculum offer in place for all pandemic scenarios</p> <p>Staff / students aware of expectations and access where required</p> <p>95% attendance to online lessons during periods of isolation / school closure.</p>	£1100	<p>PP</p> <p>PP</p> <p>PP</p>	<p>Remote Learning QA incl Student / Staff Voice</p> <p>Impact of CPD via Student Voice / Remote Lesson QA</p>

	<p>Tracking system of home learning engagement by attendance and pastoral team to ensure maximum pupil's progress. No pupil is lost.</p> <p>Ensure staff devices are able to support Microsoft Teams delivery.</p> <p>Establish laptop Loan system to maximise access to device where need is required. Students / parents to be surveyed to assess need</p> <p>Remote learning packs produced half termly for all year groups; allowing pupils who require paper work packs to receive one immediately.</p>	<p>All staff delivering online lessons confidently. 95% attendance during periods of isolation and maximised engagement.</p> <p>All staff equipped to deliver online lessons</p> <p>All pupils to access learning during periods of isolation/closure from Day 1.</p> <p>All pupils engaging with home learning from day 1.</p>	<p>Support / Pastoral Staff Deployment</p> <p>Technology Resources (Staff)</p> <p>DFE Laptops</p> <p>£2000 (funded by PP)</p>	<p>PP/AH/NJ/HoY</p> <p>AF/MA</p> <p>PP</p> <p>PP</p>	<p>Student status analysis</p> <p>Staff Technology Status Update</p> <p>Student access status and further survey</p> <p>QA Work Packs</p> <p>Student feedback</p>
<p>Teaching from the front strategies. <i>(Refer to earlier CPD section)</i></p>	<p>Strategies for teaching from the front based on current educational research shared including feedback and checking for understanding strategies.</p> <p>Purchase and effective use of classroom visualisers to support teaching from the front for all departments.</p>	<p>Quality first teaching maintained as shown in lesson observations and learning walks.</p> <p>Increased modelling and feedback as shown in lesson observations, learning walks and progress data.</p>	<p>CPD Budget</p> <p>£1,000</p>	<p>PP</p> <p>PP</p>	<p>Drop in, work sample Student voice</p>

Maintenance of high quality teaching and learning during teacher isolation periods.	<p>Teachers used to cover classes in instances of Covid-related staff absence.</p> <p>Teachers effectively deliver lessons from home when required to self-isolate</p>	<p>Quality first teaching maintained as shown in lesson observations, learning walks and progress data.</p> <p>Increased student continuity, achievement and engagement during periods of staff absence</p>	<p>Within 1265 directed hours.</p>	<p>AF</p> <p>PP</p>	Drop ins
Ensuring poor literacy is not a barrier to success.	<p>Increasing profile of reading for pleasure (Refer to Literacy / PP Plan).</p> <p>Regular use of Accelerated Reader during lower school.</p> <p>Staff CPD on Literacy to include strategies for improving Reading and Vocabulary</p>	<p>Decrease the gap between chronological and reading age</p>	<p>Built into school literacy budget.</p>	<p>IB JT</p>	Literacy Plan Evaluation Status
Modified transition for year 6 pupils to ensure parents and pupils are adequately prepared for September 2021.	<p>Virtual meet the tutor events.</p> <p>Website redesign with bespoke transition section including: virtual meet the team, subject area introductions and lessons and virtual tour.</p>	<p>All students have access to pastoral support.</p> <p>Retain integration of Year 7 pupil numbers. 2020-21 192.</p>	<p>Built into transition budget.</p>	<p>DF</p>	Student / Parent Voice

## 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.	80% of students making at least expected progress in identified subject.	Intervention team salaries 50% - £41 371 (part funded by PP)	CDS	Achievement analysis
	Bespoke cross-curricular small group intervention with teaching staff via the use of pen portraits.	Student gaps identified addressed	50% Catch up/Pupil Premium salary & time £16 883 (part funded by PP)	JH IB KM	Intervention drop ins, work sample and evaluation of schemes
	Small group intervention for identified pupils in English, Maths and Science.	Strong attendance and engagement towards support and intervention offered		CDS	Student / Parent voice
	Science and EBacc small group intervention for identified pupils through the NTP.		£15 000	CDS	
	P6 reviewed and rebranded into study support. Small group targeted approach at lunchtimes and afterschool.		Intervention Funds	CDS	
	Afterschool remote study support programme in place.		Staff time	CDS	
	PIXL build-up app Tasssomai. 15 pupils in year 11.		PiXL budget	KM/KLM	
	Tutor literacy/numeracy programme for identified SEND pupils who require additional support.	Further strengthen SEND progress in line with EHC / IEP review	Built into SEND budget.	KS	EHC / IEP review, drop ins, student and Parent voice



	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)		Intervention Budget  Pastoral Resources	CDS  DF/TW/ HoY	Student voice, Form Tutor evaluation
Bespoke English & Maths programme of study for identified cohort of year 7 pupils.	Extra lesson capacity for identified group. Double staffing for group.	85% of students in cohort judged as making at least expected progress by the end of the year in English and Maths.	Additional English and Maths staffing 50% - £6000 (part funded by PP)	JH IB	Drop ins, Work Sample, Student achievement
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.	85% of students in cohort judged as making at least expected progress by the end of the year.	Funded by PP	PP CDS NJ HoY	Actions to support Year 7 in place

### 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	Student / Parent Voice  Student Survey

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.  85% of students judged as making at least expected progress by the end of the year.	With IT Subscription Renewal Budget	CDS	GCSE Pod Usage Data
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
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.  85% of students judged as making at least expected progress by the end of the year.	Pastoral / Support Staff deployment	TW DF HoY	Parental attendance  Parental Feedback
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%  85% of cohort judges as making at least expected progress by the end of the year.	PSE Budget	DF TW HoY  RW	Drop ins  Student Voice

<p>Well-being and pastoral interventions for identified pupils.</p>	<p>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.</p>	<p>Increase in attendance and engagement.          Attendance figures 2018-19: 95.8%.          85% of students in cohort judged as making at least expected progress by the end of the year.</p>	<p>Attendance and Pastoral Team</p>	<p>TW DF          AH          CDS          HoY</p>	<p>Student Feedback, engagement and attendance</p>
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## Monitoring and implementation

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