

Catch-Up Strategy SMHS

1. Summary information					
School	St Mary's CofE High School				
Academic Year	2020-21	Total C-19 Budget		Date of plan	Sep 19
Total number of pupils	1265	Budget per student	£80	Date for next internal review of this strategy	Feb 2021

2. Planned expenditure					
Academic Year					
i. Quality of teaching and learning for all					
Intended outcome	Action	Rationale and monitoring	Staff Lead	Cost	Review
To utilise teaching strategies that will support	CPA on Assessment & Metacognition as these are strategies that have big impacts in the classroom	CPA on metacognition will support staff make students aware of their learning and strategies such as retrieval allow students to forget and remember information. Books such as 'Make it Stick' advocate these practices. Tighter assessment will also facilitates staff to respond quickly to student's needs – this CPA and training will be delivered to subject leads	EWA	£2K	
All staff to be able to set work on google classroom and monitor student participation more rigorously To improve staff confidence in ICT skills	ICT Practitioner to train staff and build training to develop staff confidence and competence	To improve the quality of blended learning and respond to staff feedback that indicated SMHW was difficult to monitor, set large data files and give feedback. Student feedback also indicated that staff did not always give timely feedback on SMHW and that voice-over PPTs were more effective tools for learning.	AGR	£2K	
Additional coaching and mentoring for staff in subjects where there	Employment of a HfL specialist teacher in	This provision is already in place using PP funds, however, as C-19 has exposed gaps in knowledge and skill, additional resourcing of time and T&L monitoring are in place to support staff review the	AGR	£1K	

are greater gaps in knowledge and skill as a result of lock down	Maths to work across the maths team	curriculum, put in place more relevant assessment and review PPE data to create a high impact intervention programme			
To ensure that there is continuity of high quality teaching when staff are ill or unable to work due to Covid-19	Appointment of staff to teach staff who are absent due to C-19 whether shielding or absent due to C-19	Employment of medium term agency staff ensures that training and support can be put in place to ensure a high level provision for students in the classroom inclusive of CPA, T&L meetings and planning sessions.	AGR	£10K	
ii. Targeted					
To provide personalised tuition for students in KS3-5 to recover gaps in knowledge and skill	To employ tutors in key areas of underachievement to provide small group tuition and act as a bridge between classroom learning and student independence	Evidence indicates that small group tuition can be effective, delivering approximately four additional months' progress on average. Although there is a speculation whether 1-1 tuition is more impactful (+1 month) than small groups, we will implement tuition in small groups due to cost and to promote student participation (our students are less confident in 1-1 scenarios) Tutors will work in lessons to be able to bridge lesson content and build on student's skills. Tutors will hold short, regular sessions (about 30 minutes, three to five times a week) over a set period of six weeks as this results in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.	EWA	£15K	
To provide personalised tuition for students in KS3-5 to recover gaps in knowledge and skill via On-line tuition	Use of the NTP to complement the tutoring programme and provide tutoring where there is the facility and support at home – to look at provision for students who are no longer	As above but this will be provided 1-1 provision from home and after school.	EWA	£45K	

	achieving the top grades				
After School catch up sessions for KS4	To extend the curriculum outside of the school day and provide specialist support for students preparing for examinations at KS4-5	<p>The EEF research focuses on three main approaches to extending teaching and learning time in schools:</p> <ul style="list-style-type: none"> • extending the length of the school year; • extending the length of the school day; and • providing additional time for targeted groups of pupils, particularly disadvantaged or low-attaining pupils, either before or after school. <p>The EEF research specifies that pupils make two additional months' progress per year from extended school time and in particular through the targeted use of before and after school programmes. As a school we know this is the most effective way of engaging disadvantaged pupils.</p>	EWA	£5K	

3. Additional detail

St Mary's CE High School is committed to support all students who have been impacted through loss of schooling as a result of the Coronavirus outbreak

Funding will be directed towards three key areas as outlined in the EEF:

Whole School Teaching Strategies

- CPA: inclusive of use of GC
- Transition support: Year 7, 10, 12
- Strategies to close knowledge and skill gaps inclusive of professional reading and training

Targeted Support

- Tutoring programme
- Mentoring programmes
- Intervention programmes to address learning gaps

Wider Strategies

- Improved access of technology for students who do not have electronic access

- Holiday intervention clubs

