

COVID-19 CATCH UP PLAN, 2020 – 2021



Summary information			
School	Hele's School		
Academic Year	2020 - 2021	Total budget	£86,480
Number on roll (total)	1090 (Year 7-11) 211 (Post-16)	% Pupil Premium eligible	14%
Date for next internal review of this strategy	July 2021		

Covid-19 'Catch Up' Premium and Curriculum Expectations 2020-21

The DfE has allocated £650 million to be spent on ensuring all pupils have the chance to catch up and supporting schools to enable them to do so. Whilst headteachers will decide how the money is spent, the Education Endowment Foundation has published guidance on effective interventions to support schools. These are referenced in the plan below. For students with complex needs, schools should spend this funding on catch-up support to address their individual needs. There is also an allocation of £350 million for a National Tutoring Programme, intended to deliver proven and successful tuition to the most disadvantaged and vulnerable young people.

Statement of Intent

The aim of our 'Catch Up' strategy is to ensure that none of our students are 'left behind' and that they are all given the opportunity to receive the additional support needed to 'Catch Up', whatever this looks like for them. We realise that these are unprecedented times and supporting all our students who require 'Catch Up' support is a significant undertaking. To achieve this is going to require notable effort, particularly from Middle Leaders, both across our curriculum and pastoral provisions. We all share a collective responsibility to ensure that the effects the Coronavirus do not unfairly disadvantage any of our students, and in particular that all year 11 and 13 students open their exam results envelopes in August 2021 feeling that their results are a fair reflection of their efforts and that in the end, they were not impeded by the Covid-19 pandemic and they can confidently and successfully move on to the next stages of their education.

Upon return to school, it is our ultimate aim that Hele's School students will continue to be well-rounded intellectually, socially and emotionally. We will help them once more to become equipped with the skills and knowledge for life, work and learning – literacy, numeracy, communication, creativity and aesthetic appreciation – in order to be able to flourish within society.

We will do this by:

- Investing in and restoring the relationships between the school, our students and their families, ensuring it is once again strong.
- Understanding the needs of our students and our community
- Addressing gaps in education by consulting with our students and developing our curriculum to address these gaps
- Making the skills for learning explicit to our students to reskill and rebuild their confidence.
- Providing space for our students to rediscover themselves, helping them to find their voice on learning.

Allocation of funding

We will allocate additional funding to support curriculum recovery this academic year, via a 3-tiered approach as outlined by EEF guidance:

1. Teaching

- High-quality teaching for all
- Effective diagnostic assessment
- Supporting remote learning
- Focusing on professional development

2. Targeted academic support

- High-quality one to one and small group tuition
- Targeted support based on individual and group need
- Academic and peer tutoring
- Planning for pupils with Special Educational Needs and Disabilities (SEND)

3. Wider strategies

- Ensuring attendance is in-line with or better than pre-COVID levels

- Supporting students' social, emotional and behavioural needs
- Supporting student wellbeing and mental health
- Communicating with and supporting parents
- Supporting parents with students of different ages.

Rationale

Following the Coronavirus outbreak back in March and the resultant school closures, it is of vital importance that our students who may have fallen behind with their studies and broader development are given the support needed to 'catch up' so that they may keep pace with their peers who may not have been affected and ensure that they can still access their increasingly challenging curriculums.

In order for this to happen, Hele's School requires a whole school co-ordinated approach which will: accurately identify students who require 'catch up'; recognise the nature of the 'catch up' need; and clearly distinguish the priority level of that 'catch up' need.

During national lockdown 1 (March – July 2020), it was not possible to accurately make judgements on students' catch up needs. It is therefore important that we prioritise the collection of this assessment data as early as we can in Term 1 in order for us to start supporting students as early as possible, as well as ensuring that we look to the year ahead and have plans in place should we enter another period of lockdown. By capturing accurate and robust data early in Term 1, it will allow us to provide the most appropriate targeted 'catch up' intervention support for a large number of students, all of which will have varying 'catch up' needs, as well as informing our planning for the full academic year which will invariably impact on all students.

Year 7 Catch Up

Even though the Government has decided not to allocate schools a Year 7 Catch Up Premium funding this year, as a school we have decided to allocate £14,000 additional funding from the school budget to support Year 7 students who are most in need of support with mathematics, reading, grammar, vocabulary acquisition, oracy, punctuation and spelling.

16-19 Catch Up Tuition Fund

The 16 to 19 Tuition Fund is one-off funding for the 2020-21 academic year only. It is intended to mitigate the disruption to learning arising from COVID-19. The funding is being provided to support small group tuition for 16 to 19 students in English, Maths, and other courses where learning has been disrupted.

Full details regarding the government fund can be found here – <https://www.gov.uk/guidance/16-to-19-funding-16-to-19-tuition-fund>.

How will Hele's School use the 16-19 fund?

At Hele's School Sixth Form, we intend to utilise the funding to provide additional support to a very small group of students (2) who have yet to achieve a grade 4 in GCSE English and/or Maths and are on a Level 3 pathway.

Priority for tuition will be afforded to the most disadvantaged students based on their socio-economic background, SEND status and volume of disruption to their learning through COVID-19.

Hele's School intends to use the Head of Year Post-16 to support these and other students with their learning in a variety of subjects. The school also intends to run small group classes for these students during the school day.

Barriers to future attainment & progress due to COVID-19 <i>(In-school barriers - issues to be addressed in school)</i>
Knowledge gaps across the curriculum.
Poor mental health/wellbeing of some young people.
Attendance

Outcomes	
Desired outcomes	How they will be measured
Young people all progress in line with national expectations academically and reach expected targets.	IA1, 2, 3 data analysis and RSL process; NGRT testing (GL Assessments) for Y7s
Any gaps in knowledge or skills are identified and intervention put in place as appropriate.	IA1, 2, 3 data analysis and RSL process; NGRT testing (GL Assessments) for Y7s
Improved attendance.	Increased % overall attendance and % attendance of key groups; reduced % PA.
Core offer of support around wellbeing for all pupils; enhanced offer for those in greater need; use of outside agencies and referral systems, where necessary.	Increased % overall attendance; clear pathways of support/referral; engagement with pastoral programme.

1. Planned expenditure - Teaching

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead & year group/s impacted	Review Date	Costings
Focus on effective pedagogy in all classrooms. Teachers clearly take effective action to promote a purposeful learning climate.	Whole school PM target to optimise our model of learning both in the classroom and remotely. Use of EEF icons to denote phase of lesson and reduce cognitive load. CPD programme to support led by SLT T&L team.	To provide a collegiate, non-threatening environment for staff to share and learn from best practice of colleagues and ensure all staff have access to regular, up-to-date, high quality CPD around Teaching and Learning, directly linked to the Hele's Model of Learning.	Through the PM process and overseen by HOD & DIPs. Regularly reviewed through the DIP & RSL process.	CAP with T&L team and HODs	July 21	£0
Staff awareness of current T&L strategies within school and evidence-based practice; sharing of good practice across the staff.	Weekly Teaching and Learning Briefing for all staff delivered remotely. Led by SLT T&L team with contributions from staff across the curriculum. Rotating focus on key groups e.g. SEND, Disadvantaged, More Able, etc.	To provide a collegiate, non-threatening environment for staff to share and learn from best practice of colleagues and ensure all staff have access to regular, up-to-date, high quality CPD around Teaching and Learning, directly linked to the Hele's Model of Learning.	Teaching & Learning Briefing is overseen by the SLT T&L Team, input comes from a range of staff, staff feedback is routinely sought after each session.	KJF with T&L Team	Weekly	£0
Correct identification of ability on entry for incoming Y7 students.	GL Assessments for all Year 7 students and use of FFT Aspire Y7 Transition Service to set targets in the absence of KS2 results.	Disrupted Y6 and lack of KS2 SATs scores mean there is insufficient knowledge of the current attainment of incoming students. GL Assessments provides a clear and accurate baseline for all pupils and help identify those with lower than expected scores to ensure intervention can be accurately placed.	This is a Trust-led initiative being driven by the Director of English, working at school-level with Head of English and KS3 Co-ordinator.	MJM and SEH Y7	July 21	£2650.00

Transition assessments for all students in all subjects in Term 1.	Assessments will concentrate on knowledge and skills that should have been grasped between March and July 2020.	To identify gaps in knowledge and skills that have developed during lockdown. Use this information to inform intervention both in and outside the classroom, as well as short- and longer-term planning.	Departmental Improvement Partners (DIPs) will work with HODs to design appropriate assessment calendars and review outcomes. DIPs report back to Deputy Head T&L and Joint Leadership Group (JLG) is used to address any broader issues.	HODs and DIPs (JLG) All years	Ongoing	£0
Development of technology within classrooms to enhance learning and lessons, allow effectively modelling and provide live feedback.	Visualisers provided for all classrooms. Develop online resources for marking, feedback and memory recall. Staff to build upon use of Microsoft Teams to share resources, lessons plans, set effective homework tasks and utilise quiz functions to assess knowledge.	Using a visualiser can help reduce cognitive load by making worked examples easier. A visualiser allows teachers to show all students what the gold standard of works looks like, meaning they can give quick group feedback. This also helps teachers to maintain high expectations, but crucially to keep these expectations realistic for students.	Promote effective use of visualisers through Heads of Department (HODs) and provide training sessions and support. Share and celebrate good practice.	HODs and T&L Team All years	March '21	Visualisers: £1650
Microsoft Teams Training for all teachers.	On-site training for all teachers around wider capabilities of Microsoft Teams to build upon CPD from 2019-2020.	To improve quality of remote curriculum delivery and teaching and learning for any further full or partial lockdowns.	Led by Microsoft MIE Expert. Parent and student feedback survey; staff survey; QAR remote learning.	JCE with KJF	Ongoing	£0
Map all KS3 and 4 curricula with Oak National Academy resources and lessons.	To map all subject content for 2020-21 against the available resources on Oak National Academy to support in any remote delivery required due to periods of self-isolation or further lockdowns.	Publishing a curriculum map for parents/carers to ensure access to high quality resources for students impacted by COVID-19 whilst managing workload for staff. Enrichment of the existing curriculum to ensure all learning is relevant.	DIPs will work with HODs to ensure all Schemes of Learning (SOLs) have been mapped against the Oak National Academy resources and publish to parents/carers.	HODs and DIPs	July 21	£0
Total budgeted cost						£ 4300.00

2. Planned expenditure – Targeted academic support						
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Review Date	Review Comments
Catch up English and Maths GCSE content missed during Lockdown	Morning enhancement for key Y11 students in discreet tutor group during tutor time 3 mornings per week in Terms 1-5.	Qualitative and quantitative data used to target students in the core subjects.	Raising Standards Leader and HOY 11 visits regularly. Feedback from HODs at RSL Meetings to shape future provision/groupings.	EMC with EMP and MJM Y11 moving to Y10 in Term 5/6	RSL Meetings: Jan 2021, March 2021	£0
Catch up on coursework/non-examined assessments missed during Lockdown.	Personalised Period 6 timetable for Terms 1 and 2 for all Y11 students, directing them to each subject where they need additional time to complete coursework/NEA. Where students have no specific subject sessions to attend, they are scheduled to attend Study Café to focus on exam revision.	Much of the coursework/NEA required for GCSE and other Level 2 courses is of a practical nature meaning it was not possible to complete during Lockdown. Focused support and extra time provision to complete and improve quality of work and increase student confidence.	Timetables constructed by RSL with input from HODs in all subjects. Register kept each evening by subject staff and absences chased with parents through Y11 pastoral team.	EMC with HODs Y11	RSL Meeting: Jan 2021	£0
All Y11 students have access to high-quality revision materials and 1:1 or small group revision support.	Formal direction of Y11 students to Study Café.	Study Café is staffed by high-achieving Post-16 students who have worked with the RSL to create a range of generic revision skills materials. In addition, HODs have provided extensive subject-specific material to support 1:1 and small group support.	Y13 Team Leader appointed and member of support staff (MK) employed to oversee Study Café and Learn & Grow provisions. Regular communication between Team Leader, MK and RSL to look at successes and areas for development of each programme.	EMC with MK and Post-16 Team Y11	Monthly	Post-16 staff: £6.56 per hour, 4 staff for 1 hour, 4 days per week - £3988.48 MK: £2300
All Y7-10 students have access to 1:1 or small group tuition and a place to complete homework or other extension tasks with or without support.	Open invitation to all students in Y7-10 to attend year-group specific Learn & Grow after school sessions. Targeted invitations/referrals for those in need of 'catch-up' support	Learn & Grow is staffed by high-achieving Post-16 students offering peer tutoring (EEF +5 months) who have worked teaching staff to create extensive subject-specific material for English, Maths and Science.	Y13 Team Leader appointed to each team and member of support staff (MK) employed to oversee Learn & Grow provisions. Regular communication between Team Leaders, MK and RSL to look at successes and areas for	EMC with MK and Post-16 Team Y7-10	Monthly	4 x Post-16 staff: £ per hour, 4 staff for 1 hour, 4 days per week - £3988.48 MK: £2300 (covered above) DBS Checks: £800

	following each IA or at the request of HOY/HOD.	Across each year group, the staff team also has a specialism across a wide range of other subjects. L&G also provides a place to access resources to complete homework effectively, offering +5 months impact (EEF).	development of each programme.			
Accessible on-site 1:1 and small group English and Maths tuition for students identified as requiring additional support.	Extension of the existing use of on-site tutors for Y11 Pupil Premium students to work with groups across other Key Stages and close gaps in learning identified by class teachers/assessment data.	EEF Toolkit suggests small group tuition can add 4+ months.	Baseline, mid-term review and summative review for all students. Provision overseen by SLT Support and Intervention Team (S&I) with HOYs and HODs and KS coordinators.	SEC with HODs and KS coordinators	Jan 2021, March 2021, June 2021	SG: £25 per hour, 2 days per week, 6 hours – £13,710.40 JS: £25 per hour, 1 day per week, 6 hours - £6313.04 Teaching resources: £1000
1:1 tuition in English and/or maths for identified students in Y10 with significant gaps due to Lockdown.	Use of online platform MyTutor to provide 1:1 virtual lessons in areas of the curriculum directed by class teachers/HODs. Lessons run during non-examined lesson time to ensure maximum curriculum access for impacted students.	EEF Toolkit suggests 1:1 tuition can add 5+ months.	Baseline, mid-term review and summative review for all students provided by MyTutor. Attendance monitored and followed up. Provision overseen by RSL.	EMC with EMP and MJM and KS4 coordinators Y10	RSL Meetings: Jan 2021, March 2021, June 2021	£13,640.00
Small group tuition in Science for identified PP students and other vulnerable students in Y10 with significant gaps due to Lockdown.	Use of National Tuition Programme through online platform MyTutor to provide 3:1 virtual lessons in areas of the curriculum directed by class teachers/HOD. Lessons run after school weekly to ensure maximum curriculum access.	EEF Toolkit suggests small group tuition can add 4+ months.	Baseline, mid-term review and summative review for all students provided by MyTutor. Attendance monitored and followed up. Provision overseen by RSL.	EMC with RSR KS4 coordinators Y10	RSL Meetings: Jan 2021, March 2021, June 2021	NTP – £13,500.00 Headsets: £400
1:1 tuition in English, maths and science for identified students in Y12 and 13 with significant gaps in these core subjects at A Level due to Lockdown.	Use of online platform MyTutor to provide 1:1 virtual lessons in areas of the curriculum directed by class teachers/HODs. Lessons run during students' free periods to ensure maximum curriculum access for impacted students.	EEF Toolkit suggests 1:1 tuition can add 5+ months.	Baseline, mid-term review and summative review for all students provided by MyTutor. Attendance monitored and followed up. Provision overseen by RSL.	KLS/LC with EMP, MJM and RSR Y12/13	RSL Meetings: Jan 2021, March 2021, June 2021	Funded by University of Plymouth

Trackable, increased engagement of KS4 students with learning/revision outside of lessons across the curriculum.	Purchase of 3-year subscription to GCSEPod. Staged roll-out across year groups and subjects. Training for staff in integrated use of GCSEPod.	Students will be able to engage with short podcasts mapped against exam-board content. Teachers will use this to consolidate knowledge, extend the thinking of students or provide useful, targeted revision.	Roll out carefully planned. Roll out led by SLT T&L Team, supported by key staff in various curriculum areas. Regular reviews on usage, incentives for students, sharing of rates of engagement.	KJF with LPG/RSR	Jan. 2021, June 2021	£7000
Total budgeted cost						£ 61,652.36

3. Planned expenditure – Wider Strategies						
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Review Date	Review Comments
Increased mental health support for students struggling to readjust post-Lockdown.	Recruitment of a 0.4 Drama Therapy specialist for Term 6 to provide therapeutic intervention, 1:1 and small group, for students struggling with the aftermath of Lockdown or their more general wellbeing.	EEF Toolkit suggests small group tuition can add +4 months progress and arts participation +2 months, however the focus here is on improving the mental health and wellbeing of those taking part and therefore making them more able to access learning within the classroom.	Students will be carefully selected for this provision based on feedback from teachers and HOYs and through Support Panel. Therapy will be matched to student need and monitored and evaluated for impact on attainment, behaviour and attendance.	SEC with EH and Pastoral Teams Y7-10	July 2021	£0
Increased mental health support for students with a range of lower-level wellbeing needs.	Brokering of additional day of Young Devon Counsellor to provide phone counselling initially, moving to face-to-face counselling in 6-week blocks for students identified as requiring an intervention beyond the Pastoral Team.	Increasingly, families are visiting their GP to discuss student mental health needs and are directed to schools to access onsite support. A 6-week counselling package provides an initial response to this increasing need.	Counsellor undertakes an initial survey with all students and maps progress across sessions. Any concerns are shared with SLT S&I team and relayed to HOYs and wider pastoral team as necessary for further referrals and/or multi-agency support.	SEC with EMC and Young Devon and Pastoral Teams All years	July 2021	No cost for additional day due to need identified
Targeted CBT support for students with higher-level need but no input from external agencies.	Recruitment of CBT practitioner to work with students identified as having significant need but currently without multi-agency support.	Cognitive behavioural therapy (CBT) is a talking therapy that can help students manage their problems by changing the way they think and behave. It's most commonly used to treat anxiety and depression, but can be useful for other mental and physical health problems.	CBT practitioner undertakes an initial survey with all students and maps progress across sessions. Any concerns are shared with SLT S&I team and relayed to HOYs and wider pastoral team as necessary for further referrals and/or multi-agency support.	SEC with EMC and Young Devon and Pastoral Teams All years	July 2021	£0
Increased support for students struggling to control behaviour post-Lockdown.	Brokering through WeST of two terms of 2 days per week of Behaviour Lead and Performance Coach time to work with 10 key students on a coaching model to improve behaviour. Coaching also provided for teachers of these students to discuss strategies to support their work.	The EEF Toolkit strand on Behaviour Interventions shows, based on extensive evidence, that this intervention can offer +3 months for participants, plus the wider impact on other students as a result of improved behaviour in individuals.	2 x weekly meetings with Behaviour Lead to review the day and any points of note to feedback to HOYs and wider staff. Routine contact with parents and teachers of the students involved to update on weekly targets and share successes. Behaviour Spotlights at weekly T&L Briefings to update wider staff.	EMC with RH Y7-10	Mid-Term Review Term 5, End Review Term 6	Funded by WeST

To improve attainment and attendance of identified students on 85% or below at key points in the year.	Develop tutor/HOY/PSM/PIP mentoring of students in key groups. Attendance Action Plans and mentoring completed with clear targets.	Enable barriers to learning to be identified. Key areas via mentoring to be identified and addressed such as attainment and attendance. Shared with staff to support classroom strategies.	Completion of the Attendance Action Plans, engagement of staff with their use. Learning walks and student voice.	HOY with PSM and Tutors All years	Half termly	£500 admin time
To improve attainment and attendance of students identified as persistent absentees at key points in the year.	Brokering of an additional day of EWO time to focus on high-end attendance concerns and support the work of the Pastoral Team in improving attendance overall.	When children are present, we can ensure they are being taught and therefore making progress in lone with peers. It is vital to work with families to remove barriers for individual students and support families to get their children to school and attending regularly.	EWO will continue to meet weekly with PSMs to review attendance by year group. Actions to be minuted and reviewed each week. Half termly reports to Pastoral Improvement Partners and discussion at Support Panel.	EWO with SEC/EMC and HOY/PSM	Weekly	£11,652.40
Increased parental engagement.	Increase the parental engagement via the use of PSM, tutor and HOY communication - positive praise through use of ClassCharts, postcards or phone calls home. Attendance team to communicate attendance concerns.	Engagement of parents to enhance two-way communication will have a positive impact on the wellbeing and attainment of students. EEF highlight that it is important that parents are engaged in their child's learning and they have the tools to do this. Use of texts/emails has 1+month progress impact and parental engagement 3+months impact. The use of postcards and positive phone calls home last academic year had a positive impact in communicating positive areas and will be continued.	Attendance of PP families to events such as information evenings, progress evenings and meetings. Engagement and impact of postcards and positive phone calls home.	All teachers / HOY / Pastoral Teams All years	Ongoing	£0
Improved attainment and attendance of students, especially in key groups.	Use of rewards certificates for achievement points and attendance.	Rewarding students to increase their motivation to attend school and meet the 'above and beyond' criteria and improve their learning and experience.	Tracking of student's attendance and rewards provided.	HOY with Pastoral Teams All years	Half termly	£500

All students have access to the internet at home and have a device other than a phone they can use during periods of remote learning.	Survey all students and parents/carers to ascertain gaps in provision and provide an online tool to request required hardware.	Enable students to access work at home effectively to ensure they do not fall behind. Technology for students enables them to access this online tuition or lessons. Digital technology provides 4+months progress according to EEF research.	Survey completion and all requests monitored and followed up. Monitoring of online work completed by subject teachers and coordinated by SLT T&L Team. Available resources for students who need them issued with control.	KJF with IT Team All years	Term 1 with reviews as necessary	£4000
All students have access to personal basic materials required for school (Super 6) and revision materials for Y10 and above.	Equipment provided for students such as pens, revision materials, guides to enable learning to take place.	Resources available to enable student to access learning in lessons alongside materials for outside of the classroom.	All tutors to monitor Super 6 daily through tutor programme and identify any students where equipment may need to be provided.	HOY with Pastoral Teams All years	Termly	£1000
Improve tracking and understanding of interventions for key students.	Purchase of Provision Map to understand student needs and intervention in place to support learning and mentoring of students.	Provision Map will enable an 'at a glance' review of the interventions in place for individuals and groups of students. This will ensure interventions are matched to need and fully monitored and evaluated. EEF highlight 4+ months impact on progress.	Information on Provision Map and HOF to track its use in the classroom.	SEC with CPM and other staff as required All years	Termly	Funded by WeST
Improved pastoral provision for key students.	Delivery of social and emotional learning programmes with students, such as: resilience, anxiety, anger, positive mental health and social skills group.	EEF highlights +4 months impact on progress for social and emotional learning.	Impact on students evaluated via attendance, well-being, attainment, behaviour.	Coordinated by SEC with PSMs and HOYs All years 7-11	Term 5 and 6	£0
Improved transition opportunities for incoming Y7 students.	Delivery of Hele's Summer School focusing on learning within and beyond the classroom.	EEF highlights +2 months progress for students engaging with summer school. In addition, it will provide familiarisation for Y7s with staff, students and the site and enable them to feel part of Team Hele's before they start in September '21.	Clear organisational structure with TLR for Lead Teacher, supported by member of support staff and overseen by SLT member. Weekly planning meetings at planning stage and full evaluation planned following completion.	TF with LG and EMC	August 2021	Contribution as required
Total budgeted cost						£ 18,152.40
Grand total budgeted cost						£84,104.32