

# Sts Peter and Paul Catholic High School – Catch up Strategy 2020/2021



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 pupils catch up on education they have missed due to the coronavirus (COVID-19) pandemic. Schools should use this funding for specific activities to support their pupils to make up for lost teaching over the previous months. The ‘Catch Up’ Funding has been allocated to schools to support students to ‘catch up’ following school closures during the Covid-19 Pandemic. The amount below has been allocated to Sts Peter and Paul Catholic College for one academic year in order to support students. As well as using the £104,000 allocated, further internal resources have been identified to support this important strategy – as outlined below.

<b>School name:</b>	<b>Saints Peter and Paul Catholic High School</b>					
<b>Academic year:</b>	<b>2020/21</b>					
<b>Total number of pupils on roll:</b>	<b>1275</b>					
<b>Total catch-up budget:</b>	<b>104000</b>	<b>First installment:</b>	<b>26500</b>	<b>Second installment:</b>		<b>Third installment:</b>
<b>Date of review:</b>	<b>June 2021</b>					

# Sts Peter and Paul Catholic High School – Catch up Strategy 2021

## Section 1 - Teaching and whole-school strategies to support remote learning

Action incl (SDP ref)	Estimated impact	Cost	Staff lead	Links to Impact measures
<p>Deliver a well broad balanced and well sequenced curriculum that places cultural context, retrieval practice, formative assessment and summative assessment at the top of the agenda. This curriculum to be designed with flexibility to adapt to support identified areas for catch up if and when necessary.</p> <p><i>(2a, 2b, 2c, 2f, 4d)</i></p>	<p>Improvements in the quality of teaching/learning and pupil outcomes</p>	<p>£20,000</p> <p>Management Allowances and AHT partial salary</p>	<p>LMC</p>	<p>Internal progress tracking data</p> <p>Work scrutiny</p> <p>Learning walks</p> <p>Student voice</p> <p>Appraisal outcomes</p>
<p>Deliver a broad and balanced curriculum that has a high emphasis on vocabulary acquisition and reading.</p> <p><i>(2a, 2b, 2c, 2f,)</i></p>	<p>Bedrock vocabulary and Accelerated reader scores show improvements from baseline scores</p>	<p>£3,000</p> <p>Bedrock package</p>	<p>LMC</p>	<p>Bedrock tracking</p> <p>Accelerated reader tracking</p>
<p>Develop and use sequential knowledge organisers to aid knowledge acquisition and recall for catch up across all subjects and year groups.</p> <p><i>(2d)</i></p>	<p>Students can confidently discuss prior, current and future learning as evidenced by learning walks and student voice</p>	<p>£5,000</p> <p>CPD time and contributions from subject teachers</p>	<p>KVR</p>	<p>Student voice</p> <p>Learning walks</p> <p>Appraisal outcomes</p>

# Sts Peter and Paul Catholic High School – Catch up Strategy 2021

<p>Use frequent low stake testing to ensure all students, and in particular disadvantaged students, experience success and celebrate the acquisition of knowledge in all subjects in addition to identifying learning gaps to inform the curriculum.</p> <p>(2f)</p>	<p>Assessment data shows improvements in learning and evidence from work scrutiny, learning walks and student voice shows effective use of knowledge organisers</p>	<p>£4,000</p> <p>CATS and internal testing systems</p>	<p>KVR</p>	<p>Internal progress tracking data</p> <p>Work scrutiny</p> <p>Learning walks</p> <p>Student voice</p> <p>Appraisal outcomes</p>
<p>Support high quality online teaching and learning with the sustained delivery of high quality CPD by the remote learning team</p> <p>(3c)</p>	<p>Live lessons are delivered successfully, in line with curriculum, across the school included blending and lockdown learning</p>	<p>£8,000</p> <p>Remote learning team time</p>	<p>KVR</p>	<p>Student voice</p> <p>Parent voice</p> <p>Appraisal outcomes</p>
<p>Support high quality online learning with the sustained delivery of high-quality training for students in the use of Microsoft Teams</p> <p>(3c)</p>	<p>Training has been effective and students are able to access and sustain full participation in all aspects of live lessons</p>	<p>£9,000</p> <p>Online learning platforms and technology (Web cams and headphones)</p>	<p>KVR/JP/CFR</p>	<p>Engagement data</p> <p>Attendance data</p>
<p>Live lessons and/or daily online learning tasks are sequenced in line with the in-school curriculum and delivery is adapted to ensure a successful blended curriculum in the event of teachers and/or students self-isolating</p> <p>(2a, 2b, 2c, 2f, 3c)</p>	<p>Revised curriculum continues to be delivered in the correct sequence</p> <p>This continues when a blended approach is required due to self-isolation</p>	<p>£8,000</p> <p>Subject teacher time</p>	<p>LMC/KVR/DOF</p>	<p>Student voice</p> <p>Work scrutiny</p> <p>Learning walks</p> <p>Faculty monitoring</p>
<p>Frequent communication takes place to monitor the wellbeing of isolating and vulnerable students</p> <p>(1b, 1g, 2c, 3b, 4c)</p>	<p>Student attendance and participation in lessons shows a sustained</p>	<p>£10,000</p> <p>PT, Mentor and Support Staff time</p>	<p>KFR/NWN</p>	<p>Engagement data</p> <p>Attendance data</p>

# Sts Peter and Paul Catholic High School – Catch up Strategy 2021



	improvement from baseline			
Develop bespoke in school systems to easily track and monitor all aspects of school <i>(4a, 4b, 4c, 4d, 4e)</i>	A more easily accessible system in one place that readily measures impact of SDP	£5,000 School Synergy and Power Bi	PBL/NT	Power Bi
<b>£72,000</b>				

# Sts Peter and Paul Catholic High School – Catch up Strategy 2021

## Section 2 - Targeted support

Action	Estimated impact	Cost	Staff lead	Links to Impact measures
Universal ongoing quality first teaching support inside the classroom and with home learning <i>(1c,1f, 1g, 2a, 2b, 2c, 2d, 2e, 2f, 3c)</i>	Learning gaps are reduced and student engagement and student progress is improved and sustained	£8,000 Subject teachers	KVR/LMC	Engagement data Internal progress tracking data
Year 7 Reading intervention programme to improve all aspects of reading <i>(2e,2f)</i>	Identified students will catch up reading losses from Year 6 and lockdown 1	£3,000 Accelerated Reader	KFR/ADW	Accelerated Reader progress data
Deliver focused mentoring sessions that focus on social skills and wellbeing <i>(1b, 1c, 1g, 2c, 3b, 3c)</i>	Improvements in classwork, home learning and assessments which in turn improves student outcomes	£2,000 Mentor time	ADW	Engagement data Internal progress tracking data
Deliver focused deployment of TAs to specific classes in each year group to support in class universal catch up <i>(2c, 3b, 3c,)</i>	Student catch up will accelerate as evidenced	£15,000 TA time	ADW	TA logs and evaluations Student classwork, home learning and assessments Internal progress tracking data

# Sts Peter and Paul Catholic High School – Catch up Strategy 2021

Distribute laptops, routers and mobile data upgrades to students who do not have access at home. Seek further community support over and above allocation. (3c)	Improved access to and participation in live lessons. Reducing the learning gap for most disadvantaged students	£ In kind  Devices provided by Gov	PBL	Engagement data  Internal progress tracking data
Establish Breakfast clubs for most vulnerable students (1b, 1c, 1g, 2c, 3b, 3c)	Impact seen in student classwork, home learning and assessments	£1,000 Set up costs and running costs (takes into account £1000 Kelloggs grant)	ADW	Engagement data  Internal progress tracking data
Engage NTP programme to deliver online tutoring in Maths and English for PP students (3c)	Student catch up missed work from self-isolation and improve outcomes	£35,000	PBL	Internal progress tracking data

**£64,000**

# Sts Peter and Paul Catholic High School – Catch up Strategy 2021

## Section 3 - Wider strategies

Action	Estimated impact	Cost	Staff lead	Links to Impact measures
Implement new school organization to support clear routines, standards, and expectations in line with Pivotal developments <i>(1a, 1b, 1c, 1d, 1e, 1f, 1g, 3a, 3b, 3c, 3d, 3e, 4d)</i>	Improved behaviour and engagement both inside and outside the classroom as evidenced by behaviour logs and student progress data	£5,000 Additional supervision and duty staff	KFR, JVR	Engagement data Behaviour referral data Student support data
Create universal OPP for all students and enhanced OPP for identified students supporting pivotal approach <i>(2c)</i>	Increased positive relationships between staff, student needs are understood and catered for leading to improvement in behavior and engagement as evidenced by behaviour logs and student progress data	£7,000 Focused form time activities and staff time	KFR/ADW	Engagement data Behaviour referral data Student support data Internal progress tracking data
Embed graduated response to support attendance, rewards and behaviour incl family liaison officer, EWO and pastoral strategic support <i>(4a)</i>	Improvements in behavior, engagement, attendance and student progress from baseline measures to targets in SDP	£15,000 Rewards and drop down days, Family Support Worker time, EWO time.	KFR/NWN	Engagement data Behaviour referral data Student support data Internal progress tracking data

# Sts Peter and Paul Catholic High School – Catch up Strategy 2021

Deliver a high-quality personal development programme to all students as part of the revised curriculum  (1g, 2c, 3b, 4c, 4d,)	Improvements in student confidence and resilience both inside and outside the classroom	£5,000 TLR holder (ME)	LMC	Work scrutiny Learning walks Student voice
Develop a staff well-being working party  (3g)	Improved staff attendance and reduction in issues related to well being	£1,500 TLR holder (SW)	KVR	Staff attendance data Personnel records
Embed strong communications with families and the community  (3c)	Families and the community feel they are well informed, cared for and listened to in whatever circumstance arises	£8,000 Kilo Consultancy	DSC/SEV	Community voice via: My Ed App feedback Social media feedback Email/phone feedback
Continue to support our most vulnerable families through e.g. food parcels, resources etc  (3b, 3c, 3d)	Students have adequate food and drink to sustain them through the school day and therefore support their learning	£500 Hampers and food parcels	ACL	Community voice via: My Ed feedback Social media feedback Email/phone feedback
<b>£43,000</b>				