

# Catch Up Strategy Statement

1. Summary information					
<b>School</b>	St Margaret Ward Catholic Academy				
<b>Academic Year</b>	2020/21	<b>Total Catch Up budget</b>	£79,760	<b>Total number of pupils (Year 7-11)</b>	997

1. Areas in which support will be required in relation to aiding Catch Up Recovery and future attainment		
Barriers	Issues to be addressed in school	
<b>Welfare</b>		
Safeguarding		There is increased pressure on the safeguarding team, who would benefit from additional capacity
Mental health support		Impact of non - schooling over lockdown, job losses and changes in family circumstances including increased social care involved with some families, anxiety as a result of the pandemic.
<b>Curriculum and assessment</b>		
Disruption to teaching		Some pupils have not accessed schooling since the end of March. Some pupils did not complete home learning. Electronic Remote learning should be further developed and contingency plans need to be in place for staff who are isolating. Families without access to appropriate technology to support remote learning. Whilst the school is eligible for additional laptops to support these students, this will only become available in the event of a local lockdown and will remain inaccessible to students who are self-isolation or wishing to engage with blended home learning in the meantime. Staff absence due to COVID 19 – isolation whilst waiting test and results could be an issue.
Assessment and reporting		No testing took place during the summer term whilst Government suspended external testing. During the Autumn term 2020, pupils will need to be assessed. However the school is conscious that any process of central assessment and data capture would increase pressure on teaching time and further disrupt learning. Setting aside time to enable teachers to assess pupils' wellbeing and learning needs on their return to school in September will support the school to provide effective support. Therefore subject leaders are overseeing effective regular formative assessment and feedback in lessons and modular assessments at appropriate times in their course delivery. The calendar of summative assessment points in the school year will remain unaffected and the focus will continue to be on effective formative assessment and responsive teaching in the classroom; Providing pupils with high-quality feedback, building on accurate assessment, is likely to be a particularly promising approach.
Gaps opened up by remote learning		The school has identified that, whilst there are gaps in content, a consistent whole school approach to teaching and learning that focuses on interleaving and regularly revisiting material has helped to address this. A number of exam boards have also made minor alterations to their specifications which has reduced the amount of content required to be covered to compensate for the time lost. The more obvious gaps are for students who were disengaged from learning and underperforming prior to the school closures. Existing strategies to support these students need to be increased and carefully monitored to ensure impact on these learners

Transitioning all pupils back into working at school		Clear, simple and consistently applied routines and high expectations will ensure students feel a sense of returning to normality and a reassurance that school is safe, familiar and supportive. Students find it difficult to concentrate for long periods and report aching hands when writing at length. Students entering Year 12 are noticeably underprepared having not prepared for, or experienced, the academic rigour and pressure of external examinations.
<b>People and resources</b>		
Governance capacity		Governance is strong at Director level and also at local level.
Leadership capacity		Leadership capacity in the school is secure but stretched by the control measures introduced by Covid-19. Existing plans to build additional capacity in the leadership team will support this.
Financial		Additional costs to make outdoor spaces suitable for Year group 'bubbles' and zones, the ongoing costs of PPE and hygiene products and the impact of the safety measures on food sales will have a significant impact on the school budget in 2020-21
Recruitment and retention		One member of senior team has been promoted to headship leaving a vacancy to fill before half term.
<b>Others</b>		

<b>Desired outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )		<b>Success criteria</b>
<b>A.</b>	Effective High Quality Teaching supported by evidence informed CPD for teachers and support staff firmly embedded across the school.	Outcomes at GCSE and A Level show that all pupils make at least expected levels of progress.
<b>B.</b>	Targeted academic support established across the school is in place.	Gaps are closing and learning which was lost has been identified and addressed leading to improved results across the school.
<b>C.</b>	Wider strategies are used to address barriers to ensure success. Attention on supporting pupils' social, emotional and behaviour needs as part of good teaching is an effective strategy to support learning. Attendance – support and communication with parents and carers is good. Access to technology which enables all students to learn remotely in the event of self-isolation, or Tier 2-4 lockdown measures and avoid missing any further learning.	Attendance is in line with national averages and behaviour is consistently good across the school  Extra - curricular activities support children's pastoral and academic progress.  Those students most in need of more intensive support and care are identified and provided with a bespoke programme of targeted intervention

Planned expenditure					
i. 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	When will you review implementation?
Effective High Quality Teaching supported by evidence informed CPD for teachers and support staff firmly embedded across the school.	CPD for all teaching staff will be shared on responsive teaching, effective formative assessment in the classroom and there will continue to be a focus on questioning and feedback.	<i>'Providing pupils with high-quality feedback, building on accurate assessment, is likely to be a particularly promising approach.'</i>  <b>EEF Covid-19 support guide for schools</b>	This will be a focus of learning walks and reviews and a priority for some teachers in their performance management.	ER	Termly
	All Year 7 students will complete a GL assessment to assess their reading ability which can then be tracked and monitored.  Transition activities with primary feeder schools will continue throughout the year remotely in order to ensure the school has a good knowledge of these students before they join the school in 2021	<i>'Additional transition support might include using assessment to identify areas where pupils are likely to require additional support or creating opportunities for teachers to share information about pupils' strengths and areas for development with colleagues, including between primary and secondary schools where possible.'</i>  <b>EEF Covid-19 support guide for schools</b>	GL assessments to be completed with all Year 7 classes during the Personal Development Day in October  Primary Liaison coordinator has a programme of events for the year which is shared with the feeder school Principals	ER	Termly

	Introduce SMID Report data package to assist teachers in accessing data on students most in need of additional support in lessons to facilitate more effective tracking of progress. Provide training for staff on how to use this software and ensure students are supported to make progress in the classroom	<i>'Ensuring every teacher is supported and prepared for the new year is essential to achieving the best outcomes for pupils. Providing opportunities for professional development—for example, to support curriculum planning or focused training on the effective use of technology—is likely to be valuable'.</i>  <b>EEF Covid-19 support guide for schools</b>	Inset days in September and November and Twilight sessions in the Autumn Term on using SMID report, formative assessment and responsive teaching. Introduce coaching programme to support individual teachers	ER	Termly
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**Total budgeted cost: £21,442.00 (cover, software, training and GL assessments)**

## ii. 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	When will you review implementation?
Targeted academic support established across the school is in place.	An in-house Alternative Provision hub can be utilised to provide bespoke interventions for students who require additional support to access a full or predominantly mainstream curriculum.	<i>In order to support pupils who have fallen behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary...</i>  <i>Programmes are likely to have the greatest impact where they meet a specific need, such as oral language skills or aspects of reading, include regular sessions maintained over a sustained period and are carefully timetabled to enable consistent delivery. Interventions might focus on other aspects of learning, such as behaviour or pupils' social and emotional needs, or focus on particular groups of pupils with identified special educational needs or disabilities. Effective</i>	There is clear leadership and line management of this area, an evidence informed strategy plan has been presented to senior leaders. Parent meetings have taken place and student induction has begun.  Regular panel meetings of key staff take place to evaluate milestones and a range of SEL mentoring and academic tutoring alongside mainstream lessons and where required SEND support take place.	SO/HF/PJ	Half termly

		<i>intervention follows assessment, which can be used to ensure that support is well-targeted and to monitor pupil progress.</i> <b>EEF Covid-19 support guide for schools</b>	Support is being provided to establish the hub by experienced professionals from a local PRU who are involved with weekly mentoring and supporting as part of the LA Covid reset support for schools  Staffing is intensive and draws from core subject teaching and support staff expertise.		
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**Total budgeted cost £41,688.89 (additional specialist teaching of core subjects)**

**iii. Wider Strategies**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Wider strategies are used to address barriers to ensure success. Attention on supporting pupils' social, emotional and behaviour needs as part of good teaching is an effective strategy to support learning.  Attendance – support and communication with parents and carers is good.	Additional professional counselling support is required to support the school with capacity to support students. Younger Minds have outreach support available to help.	The pressures on local mental health support for students lead to long waiting lists and variable quality and support. Increased demand in the system, and in school, suggests taking steps to increase our access to counselling in school would be prudent and more effective, proactive and immediate.	The school will enter into a service level agreement with Younger Minds for a limited counselling service. This will be subject to the expectations and protocols of the agreement.	PJ/HF	December
	The school loaned laptops to students during lockdown but they are now required for use back in	<i>'To support learning, how technology is used matters most. Ensuring the elements of effective</i>	Staff have regular updates and support on how to use Microsoft Teams and the school is	Erob / R Fallows	December

	<p>school. In the event of a local lockdown the school is eligible for more devices from the DfE but an interim measure is require for some students.</p> <p>Teaching staff and classrooms require additional equipment to make remote learning fully accessible in any eventuality so that students at home can continue to follow their daily timetable.</p> <p>The remote learning policy expects that work will be available to students and clear explanations, modelling, feedback and practice will be routine practice through the use of Microsoft Teams.</p>	<p><i>teaching are present—for example, clear explanations, scaffolding, practice and feedback— is more important than which form of technology is used. In addition, providing support and guidance on how to use technology effectively is essential, particularly if new forms of technology are being introduced.</i> <b>EEF Covid-19 support guide for schools</b></p>	<p>working closely with a support school through the DfE EdTech Demonstrator programme. Students have had training on how to access and use Microsoft Teams and expectations and protocols have been shared and established with staff, parents and students.</p> <p>Microsoft Teams is being used as a key tool for setting homework and blended learning is becoming part of the norm.</p> <p>A temporary leadership responsibility has been created to give ownership and accountability to this area.</p>		
<p>Access to technology which enables all students to learn remotely in the event of self-isolation, or Tier 2-4 lockdown measures and avoid missing any further learning.</p>	<p>The school loaned laptops to students during lockdown but they are now required for use back in school. In the event of a local lockdown the school is eligible for more devices from the DfE but an interim measure is require for some students.</p> <p>Teaching staff and classrooms require additional equipment to make remote learning fully accessible in any eventuality so that students at home can continue to follow their daily timetable.</p>	<p><i>‘To support learning, how technology is used matters most. Ensuring the elements of effective teaching are present—for example, clear explanations, scaffolding, practice and feedback— is more important than which form of technology is used. In addition, providing support and guidance on how to use technology effectively is essential, particularly if new forms of technology are being introduced.’</i> <b>EEF Covid-19 support guide for schools</b></p>	<p>Staff have regular updates and support on how to use Microsoft Teams and the school is working closely with a support school through the DfE EdTech Demonstrator programme. Students have had training on how to access and use Microsoft Teams and expectations and protocols have been shared and established with staff, parents and students.</p>	<p>Erob / R Fallows</p>	<p>December</p>

	<p>The remote learning policy expects that work will be available to students and clear explanations, modelling, feedback and practice will be routine practice through the use of Microsoft Teams.</p>		<p>Microsoft Teams is being used as a key tool for setting homework and blended learning is becoming part of the norm. A temporary leadership responsibility has been created to give ownership and accountability to this area.</p>		
<p><b>Total budgeted cost £59,100.00 (support from Counsellor, Family Support Worker, laptops for students and training costs and cover)</b></p>					
<p><b>Overall Catch Up Funding budgeted cost £122,230.89</b></p>					