

## All Saints Catholic High School COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of students:	1,432 (inc.414 at KS5)	Amount of catch-up premium received per student:	£57.26
Total catch-up premium budget:	£82,000	Planned spend on COVID catch up programmes	£96,950 (-£14,950)

All Saints has allocated the additional funding to support the curriculum recovery this academic year.

Our Learning Recovery strategy has the following key expectations:

1. To continue to teach an ambitious and broad curriculum in all subjects
2. To support all subjects to the fill in gaps in core knowledge, for example through an emphasis on reading, particularly at KS3.
3. To aim to return to the school's normal curriculum in all subjects by summer term 2021.
4. To adapt and plan on the basis of the educational needs of students using departmental assessment and gap analysis.
5. To develop and embed remote education so that it is integrated into school curriculum planning.
6. To reduce the attainment gap between your disadvantaged students and non-disadvantaged students.
7. To raise the attainment of all pupils to close the gap created by COVID-19 school closures.

We will use a three wave approach to the strategy:

1 – Teaching; 2 - Targeted academic support and 3 - Wider strategies (The Educational Endowment Fund (EEF) suggests that this type of approach is most effective

1 – Teaching

- High-quality teaching for all – Full launch and implementation of Office 365 and TEAMS during lockdown took place to minimise the detrimental effect of the learning gaps
- Supporting remote learning – purchase of ICT equipment has been used to prepare the school for remote teaching. This alongside the acquiring of more computers for home school loan agreements allows a greater cohort of students to access remote teaching.

- Focusing on professional development – adaption to remote CPD with Teaching and Learning Community Team providing weekly support and strategies for remote classroom practice

## 2 - Targeted academic support

- Academic mentoring
- Small group tuition
- Effective assessment of reading – investment in AR

## 3 - Wider strategies

- Communicating with and supporting parents – purchasing of virtual parents evening software has been introduced to allow parents evenings to continue
- Planning carefully for adopting a Social and Emotional Learning curriculum – The PSHE program has been reworked to fill the gaps in the Social and Emotional curriculum gaps caused by Lockdown.
- Visible consistencies work to support students on their return to school expectations and routines

## BARRIERS TO FUTURE ATTAINMENT

### Academic barriers:

1. Literacy skills testing of reading ages and regular reading has not been taking place to the full extent since March 2020
2. Gaps in curriculum delivery as identified by each Head of Department
3. Lack of Y7 Transition - Understanding the ability of our new Year 7 intake without SATS scores
4. Loss of teaching time due to need to isolate students and staff
5. Gaps in 'careers and further education' advice and guidance
6. Gaps in knowledge that have appeared between March and July 2020
7. Readying the school for further home learning needs (E.g. isolating cohorts)
8. Behaviour of students on return (stemming from lack of school input/structure during lockdown)

## ADDITIONAL BARRIERS

#### External barriers:

1. Attendance to school of vulnerable pupils
2. Loss of teaching time due to need to isolate students and staff
3. Lack of space in current building for examinations in bubbles
4. Home learning environments
5. Ensuring parental engagement levels are maintained in 'virtual parents' meetings'
6. Wellbeing - concerns around anxiety and safeguarding issues following the lockdown period
7. Behaviour - students adjusting to the new school routines and structures
8. Maintaining a high attendance % for all students is a priority

## Planned expenditure for current academic year

The information below demonstrates how we plan to use the catch-up premium to improve classroom teaching, provide targeted and whole school support.

Teaching					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
High-quality teaching for all Full launch and implementation of Office 365 and TEAMS through TLC team	<ul style="list-style-type: none"><li>- To develop and embed remote education so that it is integrated into school curriculum planning</li><li>- To continue to teach an ambitious and broad curriculum in all subjects using remote learning to support this</li></ul>	Aim to continue delivery as close the previous would be best for students at this time	Review of data at data collection points. Monitoring of other data aspects including behaviour and achievement data. Subject Leaders monitor and review of provision quality	Progress Team	Ongoing/ End of lockdown periods

Supporting remote learning	<ul style="list-style-type: none"> <li>- To develop and embed remote education so that it is integrated into school curriculum planning</li> </ul>	Cohort self-isolation periods are likely to occur once return to school begins	Staff to feedback to Progress Team and HOYs to intervene with students who are not engaging/need technological support.		Ongoing
Focusing on professional development	<ul style="list-style-type: none"> <li>- Ensure a rich provision of CPD continues within the life of the school and use the virtual CPD provisions now available increase staff collaboration</li> </ul>	Adaption of the CPD planning to incorporate TEAMS delivery support for staff and ensure whole school CDP can still be delivered	TLC group to sharing resources made during lockdown and sharing of good practice. Subject Leaders to discuss in dept time and evidence in appraisal reviews	SL, HK BN and TLC group	Ongoing
Total budgeted cost:					£29,950

Targeted support					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
<ul style="list-style-type: none"> <li>Academic mentoring</li> </ul>	<ul style="list-style-type: none"> <li>To reduce the attainment gap between your disadvantaged pupils and their peers</li> <li>To raise the attainment of all pupils to close the gap created by COVID-19 school closures</li> </ul>	For Y10 and Y9 students into. This program has been developed and launched to support these key year groups in developing the skills and competences required for their examinations this academic year.	Investment in external tutoring programme offered to all students in Y10 and Y9 Establish and monitor quality and attendance of these sessions. Subject Leads in Science and Maths to provide content to cover based on gap analysis	SHW/HK and relevant subject leads	End of Term 3 – into Term 1 of next year funding permitting
<ul style="list-style-type: none"> <li>Small group reading tuition</li> </ul>	<ul style="list-style-type: none"> <li>To reduce the attainment gap between your disadvantaged pupils and their peers</li> </ul>	Bespoke use of research-led programmes such as Guided Reading, Rapid Plus and Catch Up according to students' needs.	Regular analysis of reading age data Establish and monitor quality and attendance of these sessions	HM and reading team	Ongoing with graduation points

<ul style="list-style-type: none"> <li>Effective assessment of reading and improved student engagement with reading – investment in AR</li> </ul>	<ul style="list-style-type: none"> <li>To raise the attainment of all pupils to close the gap created by COVID-19 school closures</li> <li>All Y7 and Y8 students engaged in Accelerated Reader and MyOn reading programmes both in school and at home</li> </ul>	<p>Accelerated Reader programme used widely across Sheffield (and nationally) and highly recommended. EEF project showed very positive impact – accelerated progress for all and most significant impact on disadvantaged</p>	<p>Regular analysis of Accelerated Reader data to inform reading intervention cohorts including when students are ready to graduate</p> <p>Establish and monitor quality of AR and MyOn lessons in English (Y7) and DT Theory (Y8)</p>	HM	Ongoing with graduation points
<b>Total budgeted cost:</b>					£44,100

<b>Wider Strategies</b>					
<b>Action</b>	<b>Intended outcome and success criteria</b>	<b>What's the evidence and rationale for this choice?</b>	<b>How will you make sure it's implemented well?</b>	<b>Staff lead</b>	<b>When will you review this?</b>
Planning carefully for adopting a Social and Emotional Learning curriculum	<ul style="list-style-type: none"> <li>To continue to teach an ambitious and broad curriculum in all subjects and key aspects of community and society</li> <li>To meet the needs of the new RSHE framework</li> </ul>	<p>The PSHE program is being reworked to fill the gaps in the Social and Emotional curriculum gaps caused by Lockdown. This includes aspects of social injustice prevalent in the media this year in addition to the requirements under the new RSHE curriculum.</p>	<p>Plan of delivery revised and reviewed</p> <p>Timetable changes and tutorial review</p> <p>Student and staff voice collected at key points</p>	BHT, HM, HK and BSN	Ongoing – ready for Term 1 delivery

Supporting pupils' social, emotional and behavioral needs: Trauma Informed Training	<ul style="list-style-type: none"> <li>- Wellbeing: To support students adjusting to the new school routines and structures</li> <li>- Wellbeing: To deal with concerns around anxiety and safeguarding issues following the lockdown period dealt with</li> </ul>	Full package of Trauma informed support resources invested in and CPD delivered to all staff	Monitoring of CPOMS by Safeguarding lead. Liaising with key agencies	Behaviour Team	Ongoing
Supporting pupils' social, emotional and behavioral needs: Wellbeing First Aider Student Leadership Team	<ul style="list-style-type: none"> <li>- Wellbeing: To support students adjusting to the new school routines and structures</li> <li>- Wellbeing: To deal with concerns around anxiety and safeguarding issues following the lockdown period dealt with</li> </ul>	Training for student leadership team (5 hour course level 2 Mental Health First Aid)	Regular team meetings and monitoring	SHW Student Wellbeing: Wellbeing Team	Review Dec 2021
Communication with Parents and Carers - Virtual Parents Evening	To ensure parental engagement levels are maintained during the 'virtual meeting' era	It was impossible to hold parents evenings in the "normal" way so an virtual solution was required. New parents evening virtual software has been introduced to allow parents evenings to continue to take place during 2020-2021 year. This alongside increased use of integrated media to communicate with parents has taken place.	Monitoring of the system and feedback follow parents evenings. Trial event taken place to ensure system works.	Leadership	Review June 2021
The All Saints Way and Visible Consistencies Behaviour Strategy	<ul style="list-style-type: none"> <li>- To reduce the attainment gap between your disadvantaged pupils and their peers</li> <li>- To raise the attainment of all pupils to close the gap created by COVID-19 school closures</li> </ul>	Lack of interventions during lockdown have identified behavior issues that need addressing now that we are back in school	Plan to have specific review points and links to the ATL and Behavior review points. Referral Panel	WE, BSN, DVS Behaviour Team	Term 3 launch and ongoing

**Total budgeted cost:**

£22,900

#### ADDITIONAL INFORMATION

- Internal assessment and data on achievement and behavior will continue as required
- SLT will review evidence from the EEF documents and action if required
- SLT will review results of staff and pupil voice following the return to school.
- Ongoing analysis of attendance records
- Ongoing SLT Meetings each week