

# Broughton Hall Catholic High School

## COVID-19 catch-up premium report

### COVID-19 catch-up premium spending: summary

#### SUMMARY INFORMATION

Total number of pupils:	1036	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£82880		

#### STRATEGY STATEMENT

At Broughton Hall Catholic High School funding will be used to support curriculum recovery this academic year, reduce the attainment gap between our disadvantaged students and their peers and raise the attainment of all students to close the gap created by COVID-19 closures.

The interventions this year implemented; will be underpinned by the 3-tiered approach suggested by the Education Endowment Foundation, current research from the Education Development Trust on remote learning, current research on the safe and successful return to school using the SWAN framework and the needs of our students.

Our catch-up premium strategy priorities will:

1. Identify which students need additional support using diagnostic tools to assess understanding, engagement and well-being.
2. Prioritise high quality instruction in the classroom through professional development and effective remote learning.
3. Target academic support to improve progress using structured interventions such as small group tuition and one-to-one support.
4. Use wider strategies to overcome non-academic barriers to success by providing students with support for their emotional and behavioural needs whilst working closely with families.

## Barriers to learning

### BARRIERS TO FUTURE ATTAINMENT

#### Academic barriers:

A	Gaps in knowledge as result of school closure March – July 2020
B	Gaps in curriculum as identified by departments
C	Understanding the ability of our new Year 7 intake without SATS scores
C	Literacy and Numeracy skills
D	Restricted access of cultural enrichment opportunities
E	Wellbeing: Students adjusting to new school routines and structures and concerns around anxiety and safeguarding issue following lockdown period

### ADDITIONAL BARRIERS

#### External barriers:

F	Access to technology to support online learning
G	Ensuring parental engagement levels are maintained during virtual times

***(Objectives addressing barriers to future attainment highlighted in brackets)***

Quality of teaching for all								
Objective	Identified students	Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Expenditure	SL	When will you review this?
<b>(A)</b> Use results of online engagement analysis lockdown 1 to identify students gaps in learning	Y8-11	<p>Analysis to be shared with pastoral and curriculum areas. Used to inform planning and delivery of lessons, students with gaps in learning to be focus in lessons and FT mentoring.</p> <p>Analysis used to identify need for academic tutoring</p>	<p>Analysis used to inform planning and delivery</p> <p>Form time monitoring in place – identified students</p> <p>HOY monitoring – case by case basis</p> <p>SEND team monitoring</p>	In order to move forward with curriculum need to establish where the gaps in learning are to ensure progress moving forward	<p>Part of departmental and Year team monitoring schedule bi-weekly LM meeting agenda item</p> <p>Data capture 1</p> <p>MLT/SLT monitoring</p>	Directed time	<p>HOD</p> <p>HOY</p> <p>SLT</p>	End of Autumn Term 1

<p><b>(A, B)</b> Assess gaps in students' knowledge</p>	<p>Y7-10</p>	<p>Implement revised diagnostic assessments in subjects</p>	<p>Revised assessments in place in all subjects</p> <p>Progress rates between data captures</p>	<p>Feedback Improvements (rated as +8 in Sutton Trust /EEF Teaching and Learning Toolkit research review)</p>	<p>Part of departmental monitoring schedule bi-weekly LM meeting agenda item – Reviewed every half term – on-going focus throughout year</p> <p>MLT/SLT monitoring</p>	<p>CPD £3000</p> <p>Directed time</p>	<p>HOD</p> <p>SLT</p>	<p>Half-termly</p>
<p><b>(A, B)</b> Address significant gaps in students' knowledge</p>	<p>Y8-11</p>	<p>QFT - principles of learning and retrieval to be part of delivery – informed by gap analysis</p> <p>Curriculum modifications to reflect requisite key knowledge and skills</p>	<p>Evident departmental planning and teacher delivery</p> <p>Progress rates between data captures</p>	<p>Rhosenshine principles of teaching</p> <p>Feedback improvements (rated as +8 in Sutton Trust/EEF Teaching and Learning Toolkit research review)</p> <p>Meta Cognition Strategies (Low Stake Quizzes and SSDD – Metacognition strategies + 7 months according to EEF).</p>	<p>Part of departmental monitoring schedule bi-weekly LM meeting agenda item – Reviewed every half term – on-going focus throughout year</p> <p>MLT/SLT monitoring</p>	<p>CPD time £1300</p> <p>Directed time</p>	<p>HOD</p> <p>SLT</p>	<p>Half-termly</p>

<p><b>(C)</b>Year 7 requiring KS2 catch up</p>	<p>Y7</p>	<p>All Y7 to complete GL assessments Diagnostic results to be shared with departments and year teams Results to identify students needing academic tutoring</p>	<p>Results to inform curriculum decisions and interventions Progress rates between data captures</p>	<p>As a result of COVID 19 diagnostic information received from feeder primary schools is varied and inconsistent.  GL assessments national benchmarking assessment tool that can be used as both a diagnostic tool and tracking tool to measure student progress</p>	<p>Curriculum decisions from spring Term 1 to consider results of GL assessments  Specific departments to use results to inform delivery and planning  Specific departments – department priority Spring Term 1  MLT/SLT monitoring</p>	<p>£4000  Directed Time</p>	<p>BDA  HOD  ALU</p>	<p>Half-termly from Spring Term 1</p>
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<p><b>(F, G)</b> Students self-isolating are given the support they need to master the curriculum</p>	<p>Y7-11</p>	<p><i>(Part of wider whole school blended learning policy)</i></p> <p>Any students who are self-isolating ensure they have technology and support needed to continue accessing curriculum while their peers are in school</p>	<p>Continuity of learning during year group, part year group absence or individual student absence</p> <p>All students affected accessing learning and making progress</p> <p>Progress rates between data captures</p>	<p>Any student(s) self-isolating make sure provision in place so they can continue accessing curriculum while their peers are in school.</p> <p>Access to technology – EEF: +4 months</p> <p>Enable homework – EEF: +5 months</p> <p>Education development Trust ‘providing continuity under Covid 19 – best practice in pedagogy for remote learning’</p>	<p>In line with whole school blended learning policy</p> <p>HOY and SM to be proactive and liaise with student and families to ensure accessing work. CC checked daily PM and SM check Teams attendance – if further intervention needed liaise with appropriate staff</p> <p>Audit completed know students who need ICT – SM to monitor these students daily when working remotely check using etc</p>		<p>HOY/ SM</p> <p>SLT</p>	
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## Targeted Academic support

Objective	Identified students	Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Expenditure	SL	When will you review this?
<b>(A, C)</b> Y7 Numeracy and Literacy catch up	<p>Cohort 1: Non secondary ready</p> <p>Cohort 2: Internal progress data</p>	Using in-school tutors and NTP partners implementation of comprehensive programme of small group tutoring and individual tutoring	<p>Students have re-established, secured and consolidated their learning through well-planned, resourced and targeted intervention(s)</p> <p>Evidence that gaps in learning identified at the beginning of tuition closed by end of 15 week programme</p> <p>Progress rates between data captures</p>	<p>Literacy and Numeracy support – EEF: +6 months</p> <p>Small group tuition – EEF: +4 months</p> <p>'EEF guide to supporting school planning: A tiered approach 2020-21</p>	<p>Recruitment of appropriate tutors using school policy and NTP partners</p> <p>Tutoring programme underpinned by school diagnostic information /results so tutoring bespoke and tailored to our students needs</p> <p>Student voice</p> <p>Parent voice</p> <p>MLT/SLT monitoring</p>	£10380	ALU	<p>Half-termly</p> <p>Full evaluation end of 15 week cycle</p>

<p><b>(A, C)</b> Y8 and 9 catch up programme</p>	<p><u>Cohort 1:</u> Non secondary ready and students who have gaps in knowledge from lockdown 1 diagnostic exercises</p> <p><u>Cohort 2:</u> Internal progress data</p> <p><u>Cohort 3:</u> Internal progress data</p>	<p>Using in-school tutors implementation of comprehensive programme of small group tutoring.</p> <p>Action research project regularity of sessions and their impact</p>	<p>Students have re-established, secured and consolidated their learning through well-planned, resourced and targeted intervention(s)</p> <p>Evidence that gaps in learning identified at the beginning of tuition closed by end of 15 week programme</p> <p>Progress rates between data captures</p>	<p>Literacy and Numeracy support – EEF: +6 months</p> <p>Small group tuition – EEF: +4 months</p> <p>‘EEF guide to supporting school planning: A tiered approach 2020-21</p>	<p>Recruitment of appropriate tutors</p> <p>Tutoring programme underpinned by school diagnostic information /results so bespoke and tailored to our students needs</p> <p>Student/Parent voice</p> <p>MLT/SLT monitoring</p>	<p>£20640</p>	<p>ALU</p>	<p>Half-termly</p> <p>Full evaluation end of 15 week cycle</p>
<p><b>(A, C)</b> Morning form intervention</p>	<p><u>Cohort 1:</u> HA students gaps in learning from lockdown 1 – focus Maths, English, Science</p> <p><u>Cohort 2:</u> TBC as need arises</p>	<p>Morning form time interventions for Y7-10, department specific and led interventions</p>	<p>Students have re-established, secured and consolidated their learning through well-planned, resourced and targeted intervention(s)</p> <p>Improved progress rate</p>	<p>Small group tuition – EEF: +4 months</p>	<p>Part of overall departmental catch-up curriculum</p>	<p>£4500</p>	<p>HOD</p> <p>ALU</p>	<p>Half-termly</p>



<p><b>(A, C)</b> Y10 catch up programme</p>	<p>Cohort 1 – focus internal data -students who have gaps in knowledge from lockdown 1 diagnostic exercises</p> <p>Cohort 2 TBC as need arises</p>	<p>NTP partners implementation of comprehensive programme of small group tutoring and individual tutoring</p>	<p>Students have re-established, secured and consolidated their learning through well-planned, resourced and targeted intervention(s)</p> <p>Progress rates between data captures between data captures</p>	<p>Small group tuition – EEF: +4 months</p>	<p>Recruitment of appropriate tutors using school policy and NTP partners</p> <p>Tutoring programme underpinned by school diagnostic information /results so bespoke and tailored to our students needs</p> <p>Student/Parent voice</p> <p>MLT/SLT monitoring</p>	<p>£10320</p>	<p>ALU</p>	<p>Half-termly</p> <p>Full evaluation end of 15 week cycle</p>
<p><b>(A)</b> Y11 catch up programme</p>	<p>Cohort 1 – focus internal data students who have gaps in knowledge from lockdown 1 diagnostic exercises - Maths and English</p> <p>Cohort 2 TBC as need arises</p>	<p>NTP partners implementation of comprehensive programme of individual tutoring</p>	<p>Students have re-established, secured and consolidated their learning through well-planned, resourced and targeted intervention(s)</p> <p>Progress rates between data captures</p>	<p>Evidence Rating</p> <p><small>There are seven meta-analyses of one to one tuition, mainly using well-controlled experiments or trials which were undertaken in schools using pu attainment data. Six of these were published in the last ten years. The pool effect sizes vary from 0.05 to 0.70 (nearly two-thirds of a standard deviation). The causes of variation were explored in these studies: the experience and training of tutors and the structure and intensity of the tutoring were identified as important influences. Overall the evidence is rated as extensive.</small></p> <p>EEF toolkit one to one tuition</p> <p>Small group tuition – EEF: +4 months</p>	<p>Tutoring programme underpinned by school diagnostic information so bespoke and tailored to our students needs</p> <p>Student/Parent voice</p> <p>MLT/SLT monitoring</p>	<p>£10320</p>	<p>ALU</p>	<p>Half-termly</p> <p>Full evaluation end of 15 week cycle</p>

<p><b>(A)</b> Y11 period 6 intervention sessions</p>	<p>Whole school period 6 intervention sessions running for all subjects</p>	<p>Year group timetable for subject specific intervention sessions period 6</p>	<p>Students have re-established, secured and consolidated their learning through well-planned, resourced and targeted intervention(s)</p> <p>Progress rates between data captures</p>	<p>Making research count – ‘deliberate practice’ Anders Ericsson</p>	<p>Part of overall departmental catch-up curriculum</p> <p>Exam Results 2021</p>	<p>£3000</p>	<p>HOD</p> <p>SCO</p>	<p>Half termly</p>
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Wider Strategies								
Objective	Identified students	Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Expenditure	Staff lead	When will you review this?
<b>(D)</b> Outward Bounds Experience	ALL	Through our partnership with the Outward Bounds Trust all students in Y7-11 will be involved in an outward bounds experience	High levels of student engagement and enjoyment  Development of inter and intra personal skills	Outward Bounds (+4 Rating)	Work with nationally recognised delivery partner to tailor programme to meet the needs of our students	Staff cover X 1 = £3750  5 x 1 week = £6120	ALU	Evaluate after each year group experience
<b>(E)</b> A safe and successful return to school	ALL	Staff INSET on SWAN model  Use this framework to welcome students back	High levels of student engagement and enjoyment  Class Charts points increase	Creative education – 'Support a safe and successful return to school using SWAN framework'	Attitudes to Learning Improved – CC and soft data - early intervention if needed  Agenda item weekly discussions with year teams and AHT	CPD £2000	DLO AHT  HOY SM	Half-termly

<p><b>(E)</b> Well being and personal development programme</p>	<p>ALL</p>	<p>Revised PSHEE curriculum</p> <p>Support staff attached to each year group to aid transition back to school for students</p> <p>Information on website for students</p>	<p>Students to have access to high quality curriculum which develops their understanding of personal safety, mental health and well-being, diet and exercise and how this can help them during Covid 19</p>	<p>Creative education – ‘Support a safe and successful return to school using SWAN framework</p> <p>School wellbeing organisation</p>	<p>PSHEE monitoring schedule</p> <p>Agenda item weekly discussions with year teams and AHT</p> <p>MLT/SLT monitoring</p>	<p>Directed Time</p>	<p>SBR</p> <p>HOY</p> <p>SM</p> <p>DLO</p>	<p>Half-termly</p>
<p><b>(E)</b> Empower all to catch up</p>	<p>ALL</p>	<p><i>(Part of wider PP strategy)</i></p> <p>Bidding system for staff to bid for funds to aid catch up for students</p>	<p>All staff empowered to contribute to students catching up on learning</p>	<p>Empower all to catch up for lost learning. Develop a shared belief and understanding that we all can make a difference to lost learning</p>	<p>Staff need to complete a bid-proforma with a rationale why strategy will have impact and must complete impact statement for evaluative purposes</p>	<p>£1000</p>	<p>ALU</p>	<p>Half-termly</p>

### Expenditure Breakdown

	Total Budgeted cost	
Quality Teaching for All	£8360	
Targeted Academic Support	£56400	
Wider Strategies	£18120	
	Overall Budgeted Cost	£82880

**Any Questions or queries regarding Catch up strategy please direct these to your daughter's Support or Head of Year. If you need any additional help with your query please contact Ms A Lunney – Assistant Headteacher.**