



Howden School Catch Up Premium Strategy Statement

The Coronavirus Pandemic has placed children and young people in unprecedented times with significant periods of lost teaching. We must be aware that the impact of lost teaching will be felt for a number of years to come within education, as will the wider economic damage due to the pandemic.

In a support to address the legacy of lost teaching, the Government has allocated a one-off payment to all schools and academies to ensure that support can be offered to learners in the school environment to move forward and accelerate progress, maximising opportunity to succeed in their academic studies.

This single funding total allocated to each academy will be spent in the most appropriate way for individual learners, cohorts and circumstance to deliver a bespoke package of support relevant to each individual academy.

Impact

The impact of the funding available to each academy will be reflected in the sustained academic performance over the coming years, attendance figures of students improving or maintenance of very high levels, well-being surveys and destinations data. It will allow the curriculum to be delivered despite Covid restrictions and any future lockdowns thereby minimising any loss of learning. This funding will enable the school to build a robust range of support strategies to close gaps faster, help families and meet the needs of learners.

Local Governing Boards will hold Headteachers and Senior Leaders to account for the impact of their strategy.



Coronavirus (Covid-19): Catch up funding plan

Academy Name	Howden School
Academic Year	2020-21
Learners on role	690 (at point of funding)
Proportion of disadvantaged pupils	22.2%
Proportion of SEND learners	17.3%
Total Catch Up Premium allocated	Academy Autumn £ 13700 Total Allocation £54800
Strategy Published date	Tuesday 20 th of October 2020
Review dates	Monday 11 th of January 2021
Catch Up Premium lead	LST working with PMH
Governor lead	Sarah Warnes

Section 1 - Good Teaching priorities – strategies identified to maximise good teaching to move learners forward

Action	Intent and implementation	Estimated impact	Cost	Evidence of impact
1. Recovery Curriculum 1a. Review the Curriculum delivered identifying learning gains and “lost learning”. 1b. Redesign of Curriculum to ensure “gaps” are filled.	<p>Rapidly recap the vital learning and understanding necessary for students to continue to make progress. For KS4 students, curriculum implementation plans will be amended to ensure that the key aims of the curriculum are met in readiness for external examinations</p>	<p>Students are confident in the demands of external examinations and any gaps are quickly identified and addressed, across all subject areas.</p> <p>Excellent teaching and rigorous curriculum planning allow all students to ‘catch up’ lost learning</p>	<p>Review = £0</p> <p>Redesign = £0</p>	<p>Recovery Curriculum planning documents</p> <p>Half- termly assessments in all subject areas show gaps narrowing</p> <p>Year 11 and 10 mock Data collections</p> <p>Progress residuals Interim data shows gaps are narrowing</p> <p>Student work scrutiny- improved quality and quantity of focus students</p>
1c. Review assessment timelines and develop new materials to identify lost learning.	<p>Redesign provides data to feed into Curriculum recovery plan.</p> <p>Subject leaders adapt assessment material to reflect the new assessment structure and criteria and again communicate this.</p> <p>Resources for mock exams and assessments. Students have more frequent assessment that allows them to catch up on “exam techniques”</p> <p>Software to supports regular low risk assessment into the teaching and learning cycle.</p>	<p>Assessment Calendar produced, circulated early and supported with key information (see above)</p> <p>Regular low stakes assessment identifies misconceptions and accelerates learning recovery.</p> <p>Teachers assess more effectively and help students understand what they can do to improve.</p>	<p>Redesign = £0</p> <p>Exampro – Assessment software £400</p> <p>Additional photocopying to allow for the additional costs associated with using assessment materials on a regular basis £2000</p>	<p>Recovery Curriculum and assessment plans in place</p> <p>Student assessment files</p> <p>Data collection</p> <p>AMY ORLEY- Paper & Photocopying Budget</p>

Action	Intent and implementation	Estimated impact	Cost	Evidence of impact
1d. Minimise the impact of Covid teacher isolation on delivery of the curriculum by building in extra capacity with cover supervisors.	Reduce impact of isolation through deployment of consistent cover supervisors.	Student encounter less disruption and learning is consistent over time. Consistent high expectations maintain high levels of good behaviour and engagement.	1d. Increase cover supervisors team to make sure that during COVID 19 lessons can still take place Cost £2,000	Number of school closures Student voice Cover costs- reduced cost of cover compared to 2020 Reduce number of days students are taught by external cover teachers compared to 2020 Reduced behaviour incidents- low level behaviour incidents
2. Recovery Curriculum adaptations 2a. Review immediate impact of Covid restrictions on teaching and learning. 2b. Redesign activities to allow same outcomes to be met for all.	All subjects can access alternative equipment, resources or new methods of working to ensure the learning aims can be met in lessons and Covid-19 barriers to learning are addressed. Subject leads to purchase additional teaching resources/materials to help adapt teaching to non – specialist room and delivery within bubbles.	Students rapidly progress and the full curriculum can be delivered. Students work differently but towards the same outcomes.	Most subjects required some curriculum adaptation. Review = £0 Practical subjects required additional support to facilitate curriculum delivery. Redesign = £1698.92	Recovery Curriculum planning documents in place Changes to schemes of work Physical resources in use in lessons in Covid secure classrooms
3. Teaching and learning additional supports 3.a. AFL Materials 3.b. Resources for rapid assessment, AFL and for developing independence and provided for all learners	Teachers can rapidly use a variety of low stakes testing to review learning. Students resourced to work independently. Students make rapid progress because they understand what they need to do to improve and teachers can adapt teaching and learning.	Gaps are identified and “catch up” is rapid. Students understand how to improve. Students develop a range of independent learning skills which accelerate learning.	AfL Kits = £1500	Half- termly assessments in all subject areas Progress residuals Interim data Student work scrutiny- clear evidence of AFL in 90% of books Student voice- students tell us that they know how well they have done and how to improve 90%+

Action	Intent and implementation	Estimated impact	Cost	Evidence of impact
<p>4. Teams and access to live learning</p> <p>4a. Training staff and students using Teams</p> <p>4b. Provide technology for teaching over teams</p> <p>4c. Using Teams to support students isolating and during lockdown.</p>	<p>Support great teaching by training staff and introducing Microsoft teams.</p> <p>Staff can deliver the curriculum remotely and students can access the Curriculum remotely.</p> <p>Develop the proficiency of students in using Teams, to better prepare them for any school's closures or bubble closure in the academic year.</p> <p>We aim to have a student body who are confident online learners.</p>	<p>Staff are confident delivering the curriculum over Teams.</p> <p>Workload is managed. Curriculum plans adapted.</p> <p>Staff can assess and offer feedback over teams so that students can make rapid progress.</p> <p>Students are confident in accessing Teams and make good progress.</p> <p>Students who struggled to access remote learning during the first lockdown become increasingly able to work using Teams at home.</p>	<p>Employ technicians for additional days to create content on TEAMS and share across the faculties</p> <p>Technicians time to produce resources Department money for additional video tasters, revision and tutorial support £500</p> <p>Section 2 part 1 and 7 Purchase additional IT equipment to overcome barriers to delivery and attendance</p> <p>Place PC's in each classroom so remote learning can be delivered consistently across the school.</p> <p>Web cams, microphones and headsets</p> <p>Resources of support – ERP / Library</p>	<p>TCAT training materials</p> <p>Teams data for staff usage</p> <p>Teams data for student usage-over 12 hours a week live</p> <p>Homework completion data</p> <p>Student voice</p> <p>Student engagement with home-learning or remote learning surveys</p> <p>Parental survey</p> <p>Staff survey</p> <p>Student training</p> <p>How to guides</p> <p>Case Studies</p>

Action	Intent and implementation	Estimated impact	Cost	Evidence of impact
5. Well-being support 5.a Ensure that students and staff feel safe in school and that their emotional well-being is forefront 5.b Staff complete wellbeing modules online in CPD time 5.c Buy additional days with wellbeing worker	<p>All students from KS3-KS4 can access and implement wellbeing strategies. Providing a quiet, calm and welcoming environment for students in the morning. Breaking down the stigma of mental health and making wellbeing a topic that is regularly discussed in form time.</p>	<p>Students are developing the ability to practice mindfulness, discuss issues relating to wellbeing and know who they can talk to or what strategies they can implement to help themselves with their wellbeing.</p> <p>Students know where they can get help if required.</p> <p>Staff well being supported reducing incidence of ill health and absence.</p>	<p>Additional materials and cleaning to support students access to PE lessons.</p> <p>Purchase wellbeing awareness pack from Pearson education £420</p> <p>LA – Provision £0</p>	<p>Staff voice- the vast majority of staff tell us that their well being is planned for and is good (90%)</p> <p>Student voice- the vast majority of (90%) students tell us they feel safe and looked after</p> <p>Attendance data- Sig + for all years and sub groups</p> <p>P/C feedback that the school is working to support the wellbeing of their child (90%)</p>
5.d. Delivery of Recovery Tutor structure requires photocopying and materials to support student well-being. 5.e. Lockdown Tutor time so Tutors have face to face time with students over teams and pastoral referrals can be made where needed	<p>Build a sense of belonging and community. Develop social skills through group talk activities.</p> <p>Promote online safety.</p> <p>Promote health, mindfulness and well-being.</p>	<p>Students enjoy the chance to be in tutor time.</p> <p>Students feel safe working online and understand the dangers.</p>	<p>Design and delivery of Recovery Tutor time = £0</p> <p>Well-being package for use in Tutor time £600</p>	<p>Student voice / Well being survey: The vast majority of students (90%+) tell us they know how to keep safe online</p> <p>Attendance data- Sig + for all years and groups (95%+)</p> <p>P/C feedback</p> <p>Destinations / Options process- No NEETS in Y11</p>

Action	Intent and implementation	Estimated impact	Cost	Evidence of impact
5.f. Pastoral to support the well-being and mental health of learners and help families overcome barriers and trauma which could impact on time in school and progress made.	New IT equipment for Pastoral staff to support communication with families and specifically vulnerable groups.	Regular contact on Teams, email and over the phone between the pastoral team and families. Families and students feel supported	See section 2 part 7	Attendance and engagement report / Teams data Blended learning data collection Case studies of students 2 per year group
TOTAL COSTS FOR - Good Teaching priorities – strategies identified to maximise good teaching to move learners forward			£9,657	

Section 2 - Targeted academic support – strategies identified for individual or cohorts of learners where additional support is required

Action	Intent and implementation	Estimated impact	Cost	Evidence of impact
1. Technology to support blended learning and internet access	Students can access all elements of the curriculum remotely if needed. Supply IPADS, laptops etc to those who need them. Work with local companies and charitable groups to secure additional devices for those students who require them.	Fewer gaps and students “keep up”. All students can access remote, blended learning. Isolation is not a barrier to learning.	Ipads and devices = £10,000 Working with companies and charitable groups = £0	PP Data / Questionnaire Progress data / Attendance and engagement report. No gaps between other and PP students. Blended learning data collection
2. Tutoring	Use of individualised interventions to target communication, literacy and numeracy skills for	Rapid catch up and confidence in	Tutoring = £2531.25	Students accessing targeted tutoring keep up.

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	<p>Year 7-11 students.</p> <p>English MyTutor 1 to 1 Programme In year 11 5 students have been selected for the My Tutor programme. These students were chosen based on being middle ability and being with 0.5 of a grade boundary. This is a 10-week programme due for completion w/c 14.12.20.</p> <p>MyTutor 3 to 1 Programme 15 weeks duration for 33 3 to 1 groups. These tutors will work with year PP students on the week commencing. This has been done through the National Tutoring Programme</p>	<p>learning.</p> <p>Students become more independent.</p> <p>Students grow in confidence and self-belief.</p> <p>Positive role models raise aspirations.</p>		<p>Tutor reports and feedback.</p> <p>Student voice.</p> <p>Progress data.</p>
<p>3. Targeted Support</p> <p>3.a. Pastoral 10-</p>	<p>Students at risk of falling behind are rapidly identified and a supportive and personalised framework is developed based on need.</p> <p>1-3 Tutoring through the national tutoring programme</p>	<p>Everyone keeps up.</p> <p>Students and families feel supported.</p> <p>Support is diagnostic, personalised, rapid and high impact.</p> <p>Students are more confident.</p>	<p>Money for rewards and resources £1000</p>	<p>Student voice / attendance data. Students on programme attendance improves to at least school average.</p> <p>Student achievement and outcomes: at least inline with peers</p> <p>Next stage of learning / Destinations- No NEETS</p>

Action	Intent and implementation	Estimated impact	Cost	Evidence of impact
3.b. Academic Focus 5 Departments identify specific groups of students and plan subject specific activities for them to catch up	Dept. support through Focus 5 in every teaching group. Rapid identification of need and support offered in class.	Everyone keeps up. Progress is improved. Support is diagnostic, personalised, rapid and high impact.	Departments bid for catch up funding, build into DDP. See 3c	Half- termly assessments in all subject areas Progress residuals Interim data Student work scrutiny
3c. Targeted Revision materials to be used as video tutorial catch up sessions	Every student has the resources they need to reach their full potential.	Every student knows how to access study support materials. Every student has the opportunity to succeed.	Revision guides £1590.65 – Science £500 – English £ 749 + 279 Maths Other - £1060 Revision videos and classes £700	Student voice
3d. Easter School	Accelerate progress with personalised and targeted high intensity revision sessions.	Everyone keeps up. Progress is improved.	Revision sessions and materials for all = £200	
4. Attendance 4.a. Education Welfare Officer 4.b. Pastoral support to maintain high levels of attendance.	Use EWO to identify and work with specific students/families. Put in personal care plans for students who are not attending or who have low attendance due to COVID 19	Good attendance contributes to academic success, increases opportunities for progression and enables the school to support student's personal development.	EWO - £3,000	Attendance data- all groups above 95% Significant improvement in focus group of students. Student performance – achievement in line with other students
5. Catch up Software to support all students	All students have access to a system of educational support outside of school hours.	All student make rapid and sustained progress.	Mathswatch -£450 Mymaths - £625 Digital theatre - £700 Music futures - £200	Half- termly assessments in all subject areas Progress residuals Interim data Student work scrutiny

Action	Intent and implementation	Estimated impact	Cost	Evidence of impact
			Whole school study support - £2000	Student voice
6. Resources to enable Personalised Pastoral support	Provide laptops and training so that pastoral staff can accurately and strategically target students to receive high impact support.	All student make rapid and sustained progress.	Equipment - £2972 Resources – see part 3a	
TOTAL COSTS FOR: Targeted academic support – strategies identified for individual or cohorts of learners where additional support is required			£27,577	

Section 3 - Wider strategies for support – many learners will benefit from wider strategies to enable them to access learning and additional academic support

Action	Intent and implementation	Estimated impact	Cost	Evidence of impact
1. Rewards	Improve engagement, attendance and well-being.	High rates of attendance High levels of engagement	£1000	Teams data- over 95% of students accessing TEAMS, moving to 100% Attendance data- all groups 95% or above Data collections-
2. Transition Support	Students are rapidly identified in core subject to receive additional support.	Students most in need of support access personalised support. Gaps closed rapidly.	£10941	Support lists- engagement on TEAMS Data collections Progress data- students making better than expected progress to close gap in learning Student voice- 90% of students identify the additional support they are receiving
3. House Competitions and prizes to support engagement	Community engagement in wider curriculum. Develop Team Howden ethos	Student feel part of the school. Students are motivated and engaged in their learning and the wider community.	See 1. Rewards	House points: increase of at least 10% from 2020 competition Charity work- 10% of school cohort involved in support work Competition results
4. Communication 4.a. Effective communication and pastoral support by making connections with P/C, students to	Train pastoral staff on TEAMS Identify a triage orientated contact calendar based on need. Use of Teams data to produce a priori-	Barriers to learning are rapidly removed. Students keep up.	Pastoral IT equipment (section 2 part 6) Additional Pastoral Admin/Support	Parental Survey; 90% of P/C say that communication is effective Parents evenings- attendance including vulnerable groups is increased from 2020. 90% of P/C

Action	Intent and implementation	Estimated impact	Cost	Evidence of impact
<p>improve their emotional well-being.</p> <p>4b. Virtual Parents/ Carers evening booking software.</p> <p>4c. School App</p>	<p>ty contact list and offer rewards.</p> <p>Engage with outside services and charities to add additional layers of support for families and learners.</p> <p>Deliver parents / carers evening virtually.</p> <p>Use school app to improve lines of communication with parents and carers.</p>	<p>Lines of communication are opened enabling families and students to request support.</p> <p>High quality feedback and strong communication helps parents and carers support students.</p> <p>Families receive up to date information and support student effectively</p>	<p>£1181.33 per term</p> <p>See section 2 part 3a.</p> <p>Parent evening software - £200</p> <p>£0</p>	<p>feedback positively on process</p> <p>Feedback from student voice and staff- vast majority (90%+)</p> <p>feedback positively on new process</p> <p>Teams data- increase of over 95% of students on TEAMS moving to 100%</p> <p>Attendance data</p> <p>Data collections</p>
5. Tracking attendance and managing rewards	Implement class charts to support attendance during remote learning		£2780	
<p>Wider strategies for support – many learners will benefit from wider strategies to enable them to access learning and additional academic support</p>			£17,902	