

COVID-19 catch-up premium report

Head Teacher: Mr K W Moody

Chair of Governors: Mrs S Razey

Review of spend: November 2021

Final review: March 2023 (at end of document)

Oakwood Park Grammar School planned to use this additional funding for specific activities to support pupils to catch up for lost teaching time in line with the curriculum expectations published by the DfE on 2nd July 2020. The intention of the plans (outlined below) were based upon the educational and pastoral needs of our pupils and informed by a range of diagnostic assessments and observations. We also made clear we intended to align chosen approaches with Pupil Premium spending and broader school improvement priorities.

Funds were designated to one of three strands, which underpin the Oakwood Park Grammar School catch up strategy.

- Teaching and Whole School Strategies
- Targeted Support
- Wider Strategies

Under each strand, there is now a review of the impact these strategies have had.

Allocation of funds:

The coronavirus (COVID 19) catch-up premium is calculated on a per pupil basis and will provide OPGS with a total of £80 additional funding per pupil in Year 7 through to 11 for one year.

Total expected:

Year Group	No of pupils	Total
Year 7	160	£12,800
Year 8	156	£12,480
Year 9	153	£12,240
Year 10	149	£11,920
Year 11	173	£13,840
	Total	£63,280

Numbers on roll: 16th September 2020

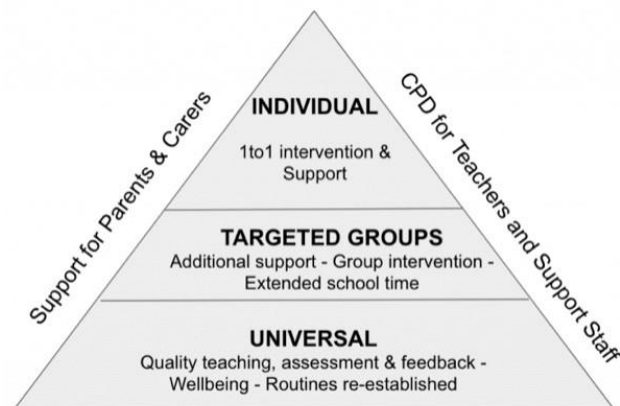
STRATEGY STATEMENT

OPGS intends to use this additional funding for specific activities to support pupils to catch up for lost teaching time in line with the curriculum expectations published by the DfE on 2nd July 2020. The plans made by OPGS will not compromise our broad curriculum, but instead will be based upon the educational and pastoral needs of our pupils. OPGS intends to spend this funding in the most appropriate manner for its cohort and circumstances.

Plans will form part of three key foci:

- Teaching and Whole School Strategies
- Targeted Support
- Wider Strategies

A variety of approaches pitched at different levels from universal to individual will allow the most progress to be made in terms of catch up.



BARRIERS TO FUTURE ATTAINMENT	
Academic and External barriers:	
A	Gaps in knowledge that have occurred as a result of school closure, determined by a range of assessment strategies
B	Understanding the ability of our new Year 7 intake
C	Readying the school for a further period of school closure
D	Ensuring all students can access remote education
E	Ensuring staff are confident with Teaching and Learning strategies in the 'new normal'
F	Addressing gaps in the curriculum that have emerged as a result of school closure and Covid 19 Risk Assessment requirements (E.g. Enrichment Days)
G	Ensuring the school maintains regular contact with Parents/Carers in the virtual meeting era
H	Ensuring systems are in place to support students not attending school/engaging with remote education
I	Ensuring the school meets the needs of all learners, including those with Special Educational Needs

Impact review: We remain satisfied that the above information represents the significant barriers that the school was faced with in the immediate aftermath of the school closure. However, an emerging concern, since the beginning of the 2021-22 academic year, has been the significant increase in the number of students presenting with social and emotional and mental health issues. This concern and the actions taken to address it is detailed in the Pupil Premium Strategy Statement for 2021-22.

Teaching and Learning Strategies				
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	When will you review this?
Embed Rosenshine's Principles of Instruction	High quality teaching and learning which leads to students knowing more and retaining more of the curriculum being taught Focus on retrieval, modelling and mastery from Sept 2021	Covid 19 Support Guide Principles of Instruction	<ul style="list-style-type: none"> • CPD • Sharing good practice • Teaching and Learning Forums • Subject Lead quality assurance • Review student performance data • Line Management 	On going
Equip teachers with the skills and resources to teach highly effective lessons during the new normal	Support high quality teaching and learning through targeted professional development opportunities and purchase of resources that are essential for teaching in the 'new normal.'	Effective Use of Visualiser Using mini whiteboards Effective Teacher Modelling	<ul style="list-style-type: none"> • CPD • Teaching and Learning Forums • Sharing good practice • Subject Lead quality assurance • Line Management 	On going
Ensure all students have access to the technology and resources required for remote learning	Providing the technology needed to engage in remote education will allow all students to make progress during any periods of school closure		<ul style="list-style-type: none"> • Device and connectivity survey • Pastoral systems which continuously monitor attendance and engagement in lessons • Regular communication with parents and carers 	Completed between October 2020 – March 2021

<p>Ensure all departments have access to the resources they need to plan and deliver high quality teaching and learning</p>	<p>Subject Leads, through collaboration with their department staff, will be able to request funding for additional resources which will enhance the quality of teaching and learning. This will ensure subject specialists are determining the best use of catch up funding in terms of meeting the needs of our students.</p>		<ul style="list-style-type: none"> • Learning walks • Line Management Meetings • Student outcomes 	<p>October 2020 – Expected to continue throughout 2021-22 academic year.</p>
<p>Complete GL Assessment CAT4 for new Year 7 intake</p>	<p>GL CAT 4 assessment scores can fill the gap created by the absence of SATs test scores. Combining with FFT will ensure we have a clear picture of the ability within the cohort, and where there is a need, ensure we offer the right support to students.</p>	<p>GL Assessments CAT 4</p>	<ul style="list-style-type: none"> • Tests have been completed by the new Year 7 cohort • Findings have been shared with Subject Leads • Year 7 Director of Study to utilise findings when looking at progress of the cohort • Repeat for 2021 intake 	<p>Current Year 7 – completed in October 2020 Will repeat with new intake in September 2021</p>

<p>Total budgeted cost:</p>	<p>Estimate £20,000</p>
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Impact Review: The emphasis on high quality teaching and learning, with a focus on Rosenshine’s principles has been a priority across the school since the beginning of the 2020-21 academic year but gained even greater significance in the aftermath of school closure. We purchased visualisers and a set of mini whiteboards for each teacher to support teaching in what was the ‘new normal.’ This was to enable the formative assessment which needed to take place in the classroom, in order to fully understand and address gaps in essential knowledge and skills. Learning walk evidence and line management suggests this is happening, but there is further work to be done. The impact of this strategy will be evaluated further as the 2021-22 academic year progresses. Our priority remains ensuring that high quality teaching and learning is consistent across the school.

We have given out 60 laptops to ensure that all students are able to engage with remote learning, many of which were purchased by the school given a low allocation from the DfE. Engagement in remote learning and accessing education when students have not been able to attend school has been good.

Completion of the CAT4 testing has allowed us to develop a good understanding of the two cohorts with no KS2 data. We have been able to put vital interventions, such as Maths tuition and literacy support through Bedrock, in place for these students.

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?	When will you review this?
Build capacity in English to deliver targeted intervention and support for students	Further to findings from GL CAT 4 assessments, a range of teacher assessments, and summative assessment across all year groups, we will build capacity within the English department by hiring an additional member of staff.	Covid 19 Guide for Schools	<ul style="list-style-type: none"> Plan the detail in the aftermath of the CAT4 testing Allow expert subject leads to plan the content of the interventions Ensure subject specialists deliver the intervention Review student performance data 	September 2021 start
A range of interventions for KS3 students in Core subjects	Subject Leads will have the flexibility to determine relevant and structured intervention strategies for students in Year 8 and Year 9 after assessments which identify specific needs which have emerged out of the period of school closure. These will be centrally coordinated.	Covid 19 Guide for Schools Impact of school closure on the attainment gap	<ul style="list-style-type: none"> Plan the detail in the aftermath of assessments Allow expert subject leads to plan the content of the interventions Ensure subject specialists deliver the intervention Review student performance data 	On going
Train the Learning Support Manager as an assessor for determining Access Arrangements.	School closure has highlighted significant barriers to learning for some of our students whereby poor reading and processing skills, plus difficulties with working memory came to the fore. In house testing for Access Arrangements will ensure we build an ongoing, holistic understanding of our pupils and their needs.	SEN Guidance Report Moving Beyond the Label	<ul style="list-style-type: none"> CPD for Learning Support Manager SEN Reviews Student performance data 	Complete

Small group and 1-2-1 interventions for examination groups.	EEF research-based evidence suggests that 1-2-1 and small group tutoring can add the equivalent of 5 months learning, supporting to narrow the gaps in learning that have emerged due to school closure.	One to One Tuition Small Group Intervention	<ul style="list-style-type: none"> Plan the detail in the aftermath of assessments and ensure a thorough gap analysis has been completed Allow expert subject leads to plan the content of the interventions Ensure subject specialists deliver the intervention Review student performance data 	Started in March 2021 – to continue into 2021-22 academic year with new Year 11 cohort
Total budgeted cost:				Estimate £20,000

Impact Review: We have been unable to build in capacity in the English Department due to required adjustments to teaching allocations, meaning that interventions to support students that have fallen behind as a result of school closure, have been unable to happen in the format originally intended. Instead, we have asked all Subject Leads and teachers to complete thorough analysis of the gaps which have emerged as a result of school closure and to consider the curriculum adaptations which can be made to ensure students are able to master those skills which are essential to move on to the next year group or key stage. This has meant for some, a ‘slowing down’ of the curriculum in order to achieve mastery of the identified key skills.

The Maths Department were able to offer a range of closing the gap activities in the last term of 2020-21, which supported the students in Year 9 in their transition into Year 10 and allowed for accurate setting of students ahead of commencing their GCSE studies. Using the National Tutoring Programme, small group intervention has begun with key students, the majority of which are disadvantaged students. Again, we are not yet able to fully evaluate the success of this strategy as students have not yet completed the programme of intervention. The Learning Support Manager’s essential training means that we are now assessing students who potentially have special or additional educational needs more quickly and intervening appropriately. We are identifying and tackling the barriers to learning faced by these students with more efficiency.

Other approaches				
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	When will you review this?
Purchase School Cloud	Purchase of this parents evening remote solution will maintain communication between the school and the parents in the new virtual meeting era. It will also ensure that we can engage with parents effectively during the options process in Year 9 and Year 11.	Parental Engagement Building on lockdown relationships	<ul style="list-style-type: none"> • SLG launch to staff • Training for staff • Obtain parent feedback 	Reviewed June 2021 – decision to retain online parents evening as blended approach to parent consultations
Purchase The Day	Create opportunities to enhance students knowledge and understanding about the world they live. Create opportunities to develop students 'cultural capital' by purchasing the neutral news outlet – The Day	The Day	<ul style="list-style-type: none"> • Student feedback • Staff feedback • PSHE Lead review 	Launch Sept 2021
Peer Education Project	The Peer Education Project is a secondary school programme that aims to give young people the skills and knowledge they need to safeguard their mental health and that of their peers.	Peer Education Information and Case Studies	<ul style="list-style-type: none"> • PSHE Lead oversight • Student feedback 	Launch Sept 2021

Ensure the Enrichment offer enhances learning opportunities and allows students to reconnect with their subjects	Look for opportunities to allow students to reengage with the curriculum. This is especially important in subjects they have not fully engaged with, such as DT, Drama, Music, Art and Science.	Enrichment	<ul style="list-style-type: none"> • Director of Enrichment to lead • Allow Subject Leads the freedom to plan opportunities that allow for 'reconnection' in their subject areas 	End of term 6 – ongoing
Reconnecting with Sport	Ensure a range of sporting opportunities are offered which allow students to reconnect with sport, the wider curriculum and each other	Physical Education supporting Catch Up	<ul style="list-style-type: none"> • DHT and Subject Lead for Physical Education lead • Student Feedback • Specialist Coaches to deliver 	Summer Term 2020
Total budgeted cost:				Estimate £20,000

Impact Review: The purchase of School Cloud has been an overwhelming success, and we have chosen to renew our annual subscription. It was popular amongst parents, carers and staff and as a result we intended to offer a hybrid model of parent consultations, with some in school and some completed virtually. However, the rates of infection in Maidstone and the surrounding areas have meant that the parents evenings conducted so far this academic year have been done virtually.

Purchase of The Day and the reintroduction of the enrichment days as part of our wider curriculum have been successful in helping re-establish the culture and ethos of our school. The Day allows our students to stay connected with current events around the world, whilst our recent Harry Potter & Hogwarts Day (focusing on chemical reactions, forces and pressure) has enthused our students in Science and certainly reignited student's thirst for knowledge in practical elements of the curriculum they were unable to reach in bubbles. Attendance at extra-curricular sporting opportunities, table tennis in particular, has been good. Unfortunately, ongoing restrictions and year group bubbles meant we were not able to engage with the Peer Education Project but will revisit this at a later date.

We are delighted that the 2021-22 academic year has allowed for the re-establishing of our Enrichment and Extra-Curricular programme. This priority is retained onto our Pupil Premium Strategy for 2021-22.

REVIEW STATEMENT

March 2023

We remain satisfied that the barriers identified on page 3 have remained the barriers faced by students of OPGS since the period of school closure during the Covid 19 pandemic. As stated, we continue to consider the impact of the pandemic on our students in terms of SEMH and resilience and anxiety. This has been detailed in our Pupil Premium strategy. We are confident that our appointment of a Family Liaison Officer, the first role of its kind in our school, is beginning to have a positive impact. Attendance is above national figures in March 2023 by nearly 4%. We prioritised addressing gaps in knowledge and teaching and learning. Outcomes in summer 2022 were very strong at GCSE and good at A Level.

Teaching and Learning

We continue to focus on the OPGS Teaching and Learning Big 6, which include Rosenshine Principles and formative/way point assessment strategies. We have given much time to these important practices in relation to CPD. PD targets are closely tied to this important area. We have introduced further CPD opportunities for staff around teaching and learning, retrieval and literacy this academic year. These are delivered by the senior team. We have been supported by the appointment of a whole school literacy lead. There is a buzz around literacy and reading and we are looking forward to seeing the impact on attainment of this work on student outcomes as it continues to embed.

We originally estimated £20,000 spending on Teaching and Learning. This is now £27,000 and accounts for roughly 52% of our spend.

Targeted Intervention

We recognised the importance of taking time to fully assess what gaps had emerged in the aftermath of school closure amongst our learners, however we did move to complete early assessment of the Year 7 intakes which had no KS2 data. This was to ensure we have some understanding of their starting points and will support us in accurately monitoring these students during their time at OPGS. To support the efficient assessment of need our SENCo has completed much training which allows for in house assessments to take place. This means we are now accurately assessing our students more quickly, allowing us to ensure purposeful interventions and strategies take place and support is in place earlier. We engaged with the National Tutoring Programme with high levels of success. For our Year 11 students, all students who received tutoring in Mathematics achieved a grade 5 at least in Summer 2022. We also used the fund to employ on a temporary basis a Maths, Science and English tutor based in the school for the majority of term 6 (2022) to work with students who had fallen behind in these subject areas. This was paid for largely from the School Led Tuition fund, with additional costs coming from the Catch Up Funding.

We originally budgeted £20,000 for this, however the introduction and increased freedoms around School Led Tuition meant most cost was funded from elsewhere. We spent roughly £10,000 on targeted interventions, accounting for 18% of our spend.

Wider Interventions

Next to high quality teaching and learning, ensuring the school was able to rebuild its extra-curricular offer and enrichment programme has been and continues to be a priority. The Catch Up funding has been used to support many clubs and experiences for our learners, such as drama company productions in school (most recently A Christmas Carol) to the Olympia Boxing School Programme offer. It has been wonderful for the school to return to its full, calendared enrichment programme, with our annual Hogwarts day held by Science and the trip to Canterbury Cathedral. Clubs, enrichment, trips and visits remains an area of importance and we hope to further extend the schools offer as we move forward. Purchase of The Day has continued and allows our students to connect with events from around the world on a daily basis. We are looking forward to the school production of The Adams Family this summer and have enjoyed seeing our students reconnect with the creative arts.

The funding has also supported greatly for wider interventions, like supporting with transport costs and getting students to school as well as ensuring students are supported with connectivity and devices.

We originally budgeted £20,000 for this area. This is now £16,500 accounting for roughly 30% of our spend.