

# COVID-19 catch-up premium report

Head Teacher: Mr K W Moody

Chair of Governors: Mrs Julie Murton

## 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	<b>£63,280</b>

Numbers on roll: 16<sup>th</sup> September 2020

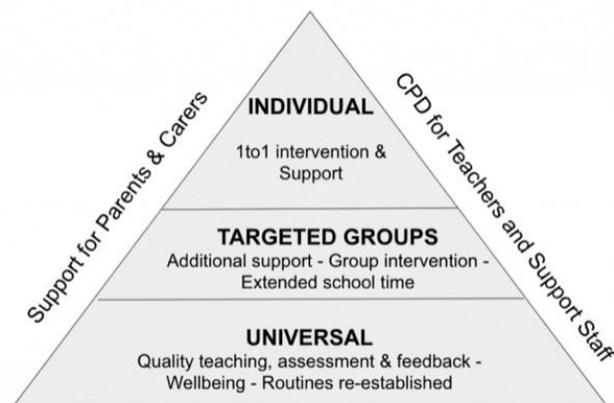
## STRATEGY STATEMENT

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 2<sup>nd</sup> 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

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	<a href="#">Covid 19 Support Guide</a>  <a href="#">Principles of Instruction</a>	<ul style="list-style-type: none"> <li>• CPD</li> <li>• Sharing good practice</li> <li>• Teaching and Learning Forums</li> <li>• Subject Lead quality assurance</li> <li>• Review student performance data</li> <li>• Line Management</li> </ul>	On going
Engage in the EEF Embedding Formative Assessment programme	Ensure ongoing effective diagnostic assessment leading to effective teaching and learning and pupil progress	<a href="#">Assessing and monitoring pupil progress</a>  <a href="#">Embedding Formative Assessment - Evidence Based Approaches</a>	<ul style="list-style-type: none"> <li>• Establish Teacher Learning Communities</li> <li>• Regular training/CPD with resources offered as part of the programme</li> <li>• Peer Observations</li> <li>• Review student performance data</li> </ul>	Summer 2021

Equip teachers will 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.'	<a href="#">Effective Use of Visualiser</a>  <a href="#">Using mini whiteboards</a>  <a href="#">Effective Teacher Modelling</a>	<ul style="list-style-type: none"> <li>• CPD</li> <li>• Teaching and Learning Forums</li> <li>• Sharing good practice</li> <li>• Subject Lead quality assurance</li> <li>• Line Management</li> </ul>	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"> <li>• Device and connectivity survey</li> <li>• Pastoral systems which continuously monitor attendance and engagement in lessons</li> <li>• Regular communication with parents and carers</li> </ul>	On going
Complete GL Assessment CAT4 for new Year 7 intake	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.	<a href="#">GL Assessments CAT 4</a>	<ul style="list-style-type: none"> <li>• Tests have been completed by the new Year 7 cohort</li> <li>• Findings have been shared with Subject Leads</li> <li>• Year 7 Director of Study to utilise findings when looking at progress of the cohort</li> </ul>	On going
Total budgeted cost:				£25,000

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?
Deliver English and Maths intervention sessions to the Year 7 cohort	Further to findings from GL CAT 4 assessments and initial teacher assessments, a programme of intervention and support for Year 7 students requiring support will be introduced.	<a href="#">Covid 19 Guide for Schools</a>	<ul style="list-style-type: none"> <li>Plan the detail in the aftermath of the CAT4 testing</li> <li>Allow expert subject leads to plan the content of the interventions</li> <li>Ensure subject specialists deliver the intervention</li> <li>Review student performance data</li> </ul>	On going
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.	<a href="#">Covid 19 Guide for Schools</a>  <a href="#">Impact of school closure on the attainment gap</a>	<ul style="list-style-type: none"> <li>Plan the detail in the aftermath of assessments</li> <li>Allow expert subject leads to plan the content of the interventions</li> <li>Ensure subject specialists deliver the intervention</li> <li>Review student performance data</li> </ul>	On going

<p>Train the Learning Support Manager as an assessor for determining Access Arrangements.</p>	<p>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.</p>	<p><a href="#">SEN Guidance Report</a></p> <p><a href="#">Moving Beyond the Label</a></p>	<ul style="list-style-type: none"> <li>• CPD for Learning Support Manager</li> <li>• SEN Reviews</li> <li>• Student performance data</li> </ul>	
<p>Small group and 1-2-1 interventions for examination groups.</p>	<p>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.</p>	<p><a href="#">One to One Tuition</a></p> <p><a href="#">Small Group Intervention</a></p>	<ul style="list-style-type: none"> <li>• Plan the detail in the aftermath of assessments and ensure a thorough gap analysis has been completed</li> <li>• Allow expert subject leads to plan the content of the interventions</li> <li>• Ensure subject specialists deliver the intervention</li> <li>• Review student performance data</li> </ul>	<p>Ongoing</p>
<p>Total budgeted cost:</p>				<p>£15,000</p>
<p>Other approaches</p>				
<p>Action</p>	<p>Intended outcome and success criteria</p>	<p>What's the evidence and rationale for this choice?</p>	<p>How will you make sure it's implemented well?</p>	<p>When will you review this?</p>

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.	<a href="#">Parental Engagement</a>  <a href="#">Building on lockdown relationships</a>	<ul style="list-style-type: none"> <li>• SLG launch to staff</li> <li>• Training for staff</li> <li>• Obtain parent feedback</li> </ul>		Evaluate effectiveness and value at the end of the school year
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.	<a href="#">Enrichment</a>	<ul style="list-style-type: none"> <li>• Director of Enrichment to lead</li> <li>• Allow Subject Leads the freedom to plan opportunities that allow for 'reconnection' in their subject areas</li> </ul>		End of term 6 – ongoing
Total budgeted cost:					£10,000