

Catch-up strategy statement 2020/21

Last Review	November 2020	Next Review	January 2021
School		Murray Park School	

Areas of Focus		
A.	Ensuring that any gaps in knowledge as a result of school closures are eliminated by our catch strategies.	
B.	Ensuring that students have positive levels of well-being and are confident they can achieve, despite the period of partial school closure.	
C.	Ensuring that the school adopts a thorough process to identify students who require catch-up.	
1. How these areas of focus will be broken down and how they will be measured		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A	Students have no relative gaps in knowledge when considering the national curriculum content due to partial school closures.	All students show an improvement on their original diagnostic score. Due to the second lockdown at the beginning of 2021, re-diagnostic tests did not take place as face-to-face curriculum time was at a premium. Instead, the gaps in knowledge were monitored through our three data points throughout the year. Where gaps still existed, students were selected for our Booster programmes.
B	Students feel confident in attending school as they want to ensure they achieve. Students have good levels of well-being.	Attendance to school exceeds 96% (non-covid related) Reduction of PA to at least 9%. (non-covid related).

		Appropriate interventions are in place for subject based learning and pastoral support.
C	<p>The school implements a robust identification process through the use of diagnostic testing in addition to the ongoing assessment procedures. This is to ensure those students in need of catch up are identified early and supported accordingly.</p> <p>Departments use a combination of quantitative and qualitative data to determine which students require immediate and subsequent catch up.</p>	<p>All departments successfully create and administer suitable diagnostic tests which enable the school to identify students requiring catch up and in which subject areas/topics.</p> <p>All departments to pass an external assessment health check provided by Go4schools.</p>

2. Planned expenditure - £48070 based on 1st and 2nd instalments.

Financial year

2020/21

Covid 19 catch-up premium (based on Student numbers)	Budget £	Actual to date 10.9.20 £
Senco*	5095	2454
Assistant SENCo/Catchup co-ordinator*	16290	6564
Homework club (see librarian)*	2115	869
TA Mentor English/Maths*	20128	7551
Accelerated Reader (9% year 7)*	450	450
Lexia (9% for year 7)*	186	186
Hegarty Maths (9% for year 7)*	99	99
Booster sessions	13000	
National Mentoring Programme - 2 Tutors (Oncosts)	12000	
Additional catch-up provision	3000	
Revision Materials	1000	
IT Provision	600	
Total expenditure	£73,963	£18,174

*Previously funded via the year 7 catch-up fund.

Research and Rationale

Desired outcome	Chosen approach	What actions will be taken and why?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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<p>The school invests time and funds into strategies which are proven to be effective.</p>	<p>The assistant head teachers responsible for catch up research and review the following two documents to apply the theory to our school strategy.</p> <p>Education Endowment Foundation – Guide to supporting planning. A tiered approach.</p> <p>National Tutoring Programme – Best tutoring practice for schools.</p>	<p>Documents reviewed to help the team decide:</p> <ul style="list-style-type: none"> • How to identify students for catch-up tuition. • When the tuition should be delivered. • Group sizes for tuition. • Who should deliver the tuition. • How long each tuition session should be delivered for. 	<p>Proposals put forward based on the research are submitted to the senior leadership team as a whole prior to plans being finalised.</p> <p>Ofsted Pilot visit feedback</p>	<p>PG/GH</p>	<p>Sept 2020</p>
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Diagnostics and Analysis

Desired outcome	Chosen approach	What actions will be taken and why?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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<p>The school implements a robust identification process through the use of diagnostic testing in addition to the ongoing assessment procedures.</p>	<p>Students will complete a diagnostic test in lessons, with the outcomes being recorded on Go4Schools before Sept 30th.</p> <p>Heads of Department will nominate students for catch up tuition, having taken into consideration qualitative pupil engagement during the partial school closure period.</p> <p>Heads of Year will cross check the proposed list of students nominated for catch up tuition.</p>	<p>KS3 subjects – 30 minute assessment split into three topics/units.</p> <p>KS4 subjects – 40 minute assessment split into four topics/units.</p> <p>Outcomes will be recorded on Go4schools to ensure identification processes can start and to allow us to measure the impact of the tuition.</p> <p>This is to ensure those students in need of catch are identified early and supported accordingly.</p> <p>A further diagnostic test will be administered to check on progress and to inform further catch up where necessary.</p> <p>Health check to be carried out on department markbooks. This is to ensure that ongoing assessments are accurate.</p> <p>SLT will quality-assure decisions for catch up tuition through conversations with HODs and cross referencing data.</p>	<p>CPD carried out by catch-up leads with HODS.</p> <p>Examples of three diagnostic tests shared for departments to model.</p> <p>Rationale behind the process shared with teaching staff cohort on inset.</p> <p>External health check on markbooks will be carried out by a Go4Schools representative or our internal lead on the programme (PB).</p>	<p>PG/GH</p>	<p>October 2020</p>
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Tuition

Desired outcome	Chosen approach	What actions will be taken and why?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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<p>Students who have been identified as requiring tuition, receive academic support to increase their confidence now that they have returned to school.</p>	<p>AM Boost – Non form tutors and SLT to work 1-2-1 or with small groups with pupils on the gaps identified by the diagnostic analysis.</p> <p>PM Boost – Teachers and non-teaching staff to work with students after school on a 1-2-1 or small group basis.</p> <p>Tutor Boost – KS4 have been allocated an English or Maths tutor to enable further revision can be carried out.</p> <p>Commit To Six – As in previous years, year 11 are offered a variety of after school lessons every day. Students are encouraged to attend at least two sessions per week.</p> <p>Academic Mentors – The National Tutoring Programme enabled us</p>	<p>Students are recommended by HODs each half term based on ongoing assessments and class work in a variety of subjects</p> <p>Staff are assigned students based on diagnostic analysis in conjunction with ongoing assessment and class work in all subjects.</p> <p>English and Maths HODs plan a series of activities that will improve core skills and confidence in the subjects. These subject specialists switch tutor groups once a week to allow both core subjects to be taught each week.</p> <p>Each night of the week is assigned to set subjects. Refreshments and incentives are provided. Rational behind the programme is shared with students, teachers and parents.</p> <p>SLT to meet with the TeachFirst representative to gain an understanding of the provision and submit preferred</p>	<p>All plans are submitted to the senior leadership team for checking prior to any implementation.</p> <p>HODs will provide suitable work for tuition and SLT will QA the delivery.</p> <p>HODs will provide suitable work for tuition and SLT will QA the delivery.</p> <p>Academic mentors will form part of the new staff/NQT programme and</p>	<p>PG/GH</p>	<p>Half termly cycles</p>
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	<p>to appoint two full time tutors via Teachfirst.</p> <p>Tuition Partners – where internal tuition is lacking the school will make use of the approved tutor organisations.</p>	<p>subjects. Initial request is for MFL and Maths specialists.</p> <p>Analysis of available provision with external tutors being employed in subject shortage areas.</p>	<p>therefore receive further training from our Teaching and Learning lead.</p>		
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Recovery Curriculum

Desired outcome	Chosen approach	What actions will be taken and why?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Students receive a curriculum that takes into account the lost learning due to the partial school closures.</p>	<p>An altered curricula for each subject will be planned and implemented.</p> <p>EEF Impact Toolkit used to ascertain which classroom strategies will have the most significant impact in allowing students to catch up.</p> <p>Rigorous approach to whole-school teaching and learning policy to ensure all lessons, including catch up, has maximum impact.</p>	<p>Members of staff at Murray Park School have altered their curricula for each subject in order to ensure that essential knowledge and skills are covered. This will enable learners to progress to the next stage of their learning journey.</p> <p>Each Head of Department/Subject has completed a COVID-19 response to the curriculum document . This audit tool details how the students' knowledge and skills will be developed and how schemes of work have been adapted in response to the COVID-19 pandemic.</p> <p>Key Stage 4 curriculum plans have been reviewed as an result of changes to assessment arrangements in certain subjects.</p> <p>In subjects where the full specification content is still required to be covered, Heads of Department have modified their plans to ensure that all knowledge and skills are taught rigorously.</p>	<p>All plans went through a QA process, with set deadlines for each stage.</p> <p>CPD was put in place to share the rationale behind the concept of a recovery curriculum.</p> <p>Examples of medium and long term plans were provided and additional plans were shared as good practice.</p> <p>Delivery of the recovery curriculum will be assessed via our QA plan. This will be led by RB.</p>	<p>SW</p>	<p>Sept 2020</p> <p>Ongoing via QA</p>

		<p>HODs are, to an extent, flexible with their recovery curriculum plans to allow for covering content identified in diagnostic assessments to be retaught.</p> <p>A consistent approach to address gaps in knowledge and skills has been developed across the school in both key stages which includes the use of the following strategies:</p> <p>Applied Learning Time</p> <p>Frequent, spaced retrieval practice activities to transform knowledge and skills into learning</p> <p>Differentiated PRET homework (to practise; to recall; to extend; to think) to embed knowledge and skills into the long-term memory</p> <p>Revision materials purchased for use in tutor time to recap topics covered during lockdown and covid related</p>			
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<p>Students have access high quality remote learning when they cannot attend school due to covid related absence of staff or students.</p>	<p>Training delivered to staff, students and parents on use of Office 365 for remote learning.</p> <p>Invest in IT equipment</p>	<p>INSET training delivered to staff in September focussing on use of Microsoft Teams and Office 365</p> <p>Computing curriculum adapted to ensure students know how to use Microsoft Teams in preparation for covid related absences.</p> <p>Tutor Slides and assemblies regularly reinforcing the use of Teams.</p> <p>Requested laptops from DfE and local authority.</p> <p>Change to policy on mobile phone use to ensure students can access Teams.</p> <p>Purchase microphones for each department</p> <p>Purchase visualisers for each department</p> <p>Purchase webcams</p>	<p>CPD delivered by staff with prior knowledge of e-learning.</p> <p>Tutorial videos archived for future use.</p> <p>Survey sent to staff about use of teams for remote learning.</p>	<p>GH/PG</p>	<p>January 2021</p>
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