



Maplewell Hall School



Catch Up Premium Strategy Plan 2020/21

Plan Created	December 2020
Governing Body Committee	Full Governing Body
Date Reviewed by Governing Body	18.03.21



Rational

The government has announced £1 billion of funding to support children and young people to catch up. This includes a one-off universal £650 million catch-up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time.

School allocations will be calculated on a per pupil basis. Special schools will get £240 for each place for the 2020 to 2021 academic year.

Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on [curriculum expectations for the next academic year](#). To support schools to make the best use of this funding, Schools have the flexibility to spend their funding in the best way for their cohort and circumstances. The [Education Endowment Foundation \(EEF\)](#) has published a coronavirus (COVID-19) support guide for schools with evidence-based approaches to catch up for all students. We have used both documents to help us direct our additional funding in the most effective way.

Our tiered approach will focus on the following:

1. Teaching and whole school strategies
2. Targeted academic support
3. Wider supporting strategies

It is expected that for 2020/21 the school will receive £53.000 in its allocated Catch-Up Premium.

For 2020/2021, this plan will run alongside the Pupil Premium Strategy.



Barriers for future attainments

Teaching, learning and assessment	
1.	Gaps in knowledge that have appeared between March and July 2020 (as identified through assessment in autumn term)
2.	Gaps in curriculum as identified by each Head of Department
3.	Understanding T&L strategies within the 'new normal' way of teaching
4.	Literacy skills (50% students reading and comprehension skills are below national average)
5.	Levels of maths mental arithmetic skills are low, which reduce progress in maths.
6.	Develop a remote learning plan that will ensure all students have access to high quality learning throughout Tier 1-4 closures.
7.	Ensuring all students can access online learning at home
8.	Develop pupils' resilience in using online learning whilst ensuring they know how to stay safe online
9.	Understanding the ability of our new Year 7 intake without SATS scores
Target academic support	
10.	Pupils' formative and summative assessments indicates some learning loss and gaps in literacy and numeracy knowledge.
Wider strategies	
11.	Staff require CPD to develop a greater understanding of children' progress and mental health needs following the lockdown period
12.	Gaps in 'careers and further education' advice and guidance
13.	Maintaining a high attendance % for all students is a priority
14.	Students and staff adjusting to the new school routines and structures
15.	Ensuring parental engagement levels are maintained
16.	Gaps in digital provision in school (Readying the school for further home learning needs)
17.	Supporting students social, emotional and behaviour needs




Teaching, learning and assessment

Barrier	Action	Desired outcome	EEF Tool kit reference
1	<ul style="list-style-type: none"> Targeted daily phonics interventions (Ruth Miskin Fresh Start phonics resources) supported by a designated reading intervention lead. Implementing of Direct Instruction Precision Teaching Programme for KS4 and KS5 students. 	Developing learners' phonemic awareness learn skill of decoding new words by sounding them out and combining or 'blending' the sound-spelling patterns. Students improve their reading age and develop a love of reading and increasing comprehension skills.	Small group tuition (+4 months)
	<ul style="list-style-type: none"> Purchase New Group Reading Test NGRT tests for all students in Years 7-13 	These tests will enable us to track reading ages and highlight the positive impact our literacy strategy is having.	(+3 months) PPG students (+5 months)
4	<ul style="list-style-type: none"> Development of a robust reading time curriculum and introduce CGP comprehension books. 	Improving learners' reading ages and increases comprehension skills.	Reading comprehension strategies (+6 months)
	<ul style="list-style-type: none"> Purchase additional tutor reading book sets to broaden the menu of books available. 	The book sets purchased will include BAME authors to ensure a diverse menu for tutor reading. Students are exposed to a greater number of words and challenging texts. The teacher ensures correct pronunciation and leads on the 40-minute daily reading programme. Students are developing a wider and more appropriate vocabulary range for subsequent use across the curriculum.	Reading comprehension strategies (+6 months)
	<ul style="list-style-type: none"> Teachers to insist on pupils speaking in full sentences at all times, and to role model this themselves. Teachers to promote the use of academic vocabulary and formal register in all lessons, and to role model this themselves. Teachers to receive professional learning linked to oracy. 	Teachers will challenge non-Standard English and encourage pupils to rephrase answers to ensure that they 'speak like scholars' (using this phraseology to promote high standards and the value of scholarship).	Oral language interventions (+5 months)
4	<ul style="list-style-type: none"> Training to assist staff in providing targeted vocabulary instruction in every subject. Teachers in every subject will provide explicit vocabulary instruction to help students access and use tier 2 and 3 vocabulary. 	Improve the literacy levels and vocabulary of our students. This will be shown by an increase in NGRT scores between October 20 and January 21.	Oral language interventions (+5 months)



	<ul style="list-style-type: none"> Introducing a challenging 'word of the week' 	<p>Pupils are introduced to a new word each week, in order to explicitly extending pupils' spoken vocabulary.</p>	
1	<ul style="list-style-type: none"> A tiered approach to Recovery Curriculum, academic year planning. Create resources for Tier 1-4 closures to ensure that every student has bespoke learning materials both online and paper versions when needed. 	<p>All staff deliver high quality remote learning lessons.</p>	
2	<ul style="list-style-type: none"> Developing a tiered approach Recovery Curriculum, academic year planning. Allocation of subject leader time to re-write curriculum planning to ensure core knowledge has been delivered within curriculum time and intervention slots. 	<p>Subject Leaders have identified the gaps in learning, have prioritised students' interventions requirements and have clear strategies to close the gaps in learning.</p>	<p>Mastery learning (+5 months) Learning styles (+3 months)</p>
1 2 3	<ul style="list-style-type: none"> Transition assessments for all students in all subjects. Diagnostic assessments will concentrate on knowledge and skills that should have been grasped between March and July 2020. Ongoing high quality regular diagnostic and formative assessment. 	<p>Identify gaps in knowledge that have developed during lockdown. Use this information to inform intervention both in and out of the classroom.</p> <p>The low – stake approaches will enable teachers to understand the specific areas of strength and weakness in learning and informing teaching.</p>	<p>Feedback (+8 months) Within-class attainment grouping (+3 months)</p>
1	<ul style="list-style-type: none"> Teaching Assistants deployed in each zone to make best use of skills and to ensure effective teaching teams. 	<p>Children learn best when in class with good and better teaching. The quality of the adults in the classroom, both as individuals and as a team is integral to this being effective.</p>	<p>Teaching assistants (+1 months)</p>
	<ul style="list-style-type: none"> Reducing class size 	<p>The range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils</p>	<p>Reducing class size (+3 months)</p>

 <p>9</p>	<ul style="list-style-type: none"> Year 7 pupils to take part in the pilot 'No More Marking' baseline assessment to provide each with an accurate writing age FFT and GL CAT assessments for all new intakes 	<p>These will provide another opportunity to identify the ability of our new Year 7 cohort with regards to literacy. This will inform the creation of sets in English in November 2020</p> <p>This will provides indicators for national tests and examinations, which will be particularly useful given the absence of national data this year. Identify the ability of all students so as they can be set in CORE subjects in November 2020</p>	<p>Setting or streaming (-1 month)</p> <p>No direct impact</p>
<p>3</p> <p>6</p>	<ul style="list-style-type: none"> Ensure that the Google Classroom platform is rolled out Successfully and monitor the usage across year groups. Recording daily lesson resources on to Google Classroom (GC). 	<p>The resources available within Google Classroom will allow for strong independent learning at home and thus improve pupil progress when it comes to key assessment points (mocks). Students have access to assignments, bespoke revision materials based on a work completion. Staff and students will be able to identify learning gaps and set bespoke homework and revision that covers these gaps. Analysis of students' work then builds over time and interleaved practice and revision is created</p> <p>Planning a lesson-by-lesson approach on GC will ensure content is delivered in time while being able to assess along the way by HoD.</p>	<p>Individualised instruction(+3 months)</p> <p>Digital technology (+4 months)</p>
<p>6</p>	<ul style="list-style-type: none"> Supporting the purchase of revision guides, text books and exercise books for Year 10/11. Past paper, department packs to allow students to practice GCSE examinations throughout Tier 1-4 closures. 	<p>Any barriers to participation perceived or otherwise, due to a lack of materials or resources, is removed. Students feel supported in engaging with school.</p>	<p>Metacognition and self-regulation (+7 months)</p>
<p>3</p> <p>10</p>	<ul style="list-style-type: none"> Evaluate staffing to ensure that pupils are receiving appropriate support to diminish attainment gaps – this includes deploying teaching assistant to each 	<p>Improving the attainment of pupils across the school with the use of a new teacher and strategic use of other colleagues. This will support staff development and thus</p>	<p>Teaching assistants (+1 month)</p>



	zone and appointing of a new teaching assistant to facilitate good outcomes across the school.	positively influence T&L Children learn best when in class with good and better teaching. The quality of the adults in the classroom, both as individuals and as a team is integral to this being effective	Small group tuition(+4 months)
3 16	<ul style="list-style-type: none"> Purchase classroom visualisers for all classrooms to support the fact staff can no longer walk the classroom freely 	These will support high quality T&L as they will enable staff to model from the front (staff cannot freely move around the classroom)	Digital technology (+4 months)
7 8	<ul style="list-style-type: none"> Continue the tracking of home learning engagement via Google Classroom to keep up the positive momentum that was created during lockdown. 	Home learning will improve the independence of our students as well as support progress when it comes to key assessment points (mocks).	Digital technology (+4 months)
1	<ul style="list-style-type: none"> Focus on Rosenshine & Teach Like a Champion (TLAC) strategies leading to all students knowing more and remembering more of the common curriculum Being taught. 	Evidence-based strategies are supporting students' learning potential in knowing more and remembering more. The TLAC strategies in particular are allowing students' to maximise learning and retain key subject knowledge.	Metacognition and self-regulation (+7 months)
3	<ul style="list-style-type: none"> Leaders to track and monitor catch up strategies closely looking at low effort – high impact successes and continually refining practice to ensure learning gaps are closed in the most effective and timely manner. 	Quality first teaching remains the single most effective strategy for closing learning gaps. A focus on curriculum sequencing and RAG rating each curriculum subject area will help leaders target specific subject domain knowledge students are not yet secure in. A cycle of plan – do – review will also support leaders' understanding of effective catch up in the classroom.	Quality teaching matters more than group size.
3	<ul style="list-style-type: none"> Sharing of best practice through pre-recorded lessons via Google Meet which include a focus on curriculum, T&L, behaviour and pupil premium. 	Pre-recorded lessons give teachers access to the very best of what exists across the school. This will lead to the most effective classroom practice being shared and student learning optimised.	Learning styles (+2 months) Digital technology (+4 months)
	<ul style="list-style-type: none"> Purchase mini whiteboards and pens for all students in Years 7- 13 	This action will enable staff to gauge the understanding of all students in the classroom, without having to walk around the classroom	Feedback (+8 months)

Target academic support

Barrier	Action	Desired outcome	EEF Tool kit reference
10	<ul style="list-style-type: none"> Targeted support of Homework Club to identified Catch-up pupils, so as they complete English, Maths or Science homework with staff support. 	English homework completion rates of Catch-up pupils	Homework Secondary (+5 months)
	<ul style="list-style-type: none"> Bedrock Vocabulary online platform. 	Narrow the gap that exists between different groups of students and improve outcomes across the curriculum for all students.	Reading comprehension strategies (+6 months)
	<ul style="list-style-type: none"> Teacher and Teaching Assistants to gain expertise in Supporting pupils. This will be used for Quality First Teaching, Well-being support program and ongoing support as well as individual CPD that is pertinent to the needs of these pupils. 	Staff training to encourage teaching staff to consider the barriers to learning encountered by their own students, when implementing new learning approaches. .	
	<ul style="list-style-type: none"> Provide individual or small-group tuition for Y7-13 pupils through a 3 wave intervention program, see below, in core subjects. Intervention to be bespoke (based on assessment) and open to all where there is a need. Ensure that intervention is at least as effective as pupils' classroom teaching <ul style="list-style-type: none"> - Wave one – same day in class intervention: one to one with LSA/TA, small group with TA leading - Wave two –arranged during standard school hours, students are taken from non-core subject (except where reading age is <5) to have one to one sessions with a teaching assistant - Wave three – afterschool group sessions, mainly aimed at GCSE Year 11 students 	<p>The students who benefit from this small group work will make rapid progress in literacy and numeracy.</p> <p>Tutor time and after school intervention should plug gaps in subject knowledge and prepare students for their examinations (mocks and summer exams)</p>	Small group tuition(+4 months)
	<ul style="list-style-type: none"> Access the National Tutoring Program (NTP) to ensure additional targeted support is put in place for all students 	The students who benefit from the NTP will have their progress tracked at key assessment points such as mock exams data snapshot	Small group tuition(+4 months)



	<ul style="list-style-type: none"> • Raise aspirations of students through strategic promotion of key school events, such as: • KS4 Revision Evening, • Phonics Evening • Options Evening, • Parents Evening 	Improved engagement of students and their parents will encourage students to develop clear and ambitious future goals, which in turn, will lead to improved levels of attainment and progress	Parental engagement (+3 month)
<p style="text-align: center;">3</p> <p style="text-align: center;">14</p>	<ul style="list-style-type: none"> • All class teachers to devise implement and evaluate seating plans, which will optimise students' ability to learn. 	<p>Seating plans are implemented to create a positive learning environment. Strategic positioning of PP students will ensure that they receive additional teacher input (e.g. reminders to remain on task, additional explanations, greater questioning opportunities, one to one instruction). PP students will also be seated next to positive role models.</p> <p>The seating plans on Go4school enables leaders to respond accordingly if any of students caught COVID-19. Leaders are using fixed seating plans to assist 'track and trace'. As a result, we do not have to send entire bubbles home, but smaller groups of pupils who have been in sustained contact with each other.</p>	Social and emotional learning (+3months)
<p style="text-align: center;">1</p> <p style="text-align: center;">5</p> <p style="text-align: center;">10</p>	<ul style="list-style-type: none"> • Mathletics maths subscription (homework catch up) • Full subscription to White Rose Maths to both Primary and Secondary premium resources • Full subscription to Times Table Rockstars to support students' development and encourage their enthusiasm with learning times tables. 	<p>Close and systematic tracking of Mathletics maths student completion rates. Focus on number of questions answered correctly and time spent completing the tasks / videos. Monthly report produced tracking individual student success at class and school level.</p> <p>To solidify pupil understanding of the basics within Mathematics. This mastery curriculum ensures that pupils build their learning up through a three year cumulative approach to Mathematics in Ks3.</p> <p>Aim of bridging the gap between KS2 and KS3.</p> <p>Assessment data analysis shows improving outcomes</p>	<p>Homework (+5months)</p> <p>Mastery learning (+ 5 months)</p> <p>Digital technology (+4 months)</p>

Wider Strategies

Barrier	Action	Desired outcome	EEF Tool kit reference
13	<ul style="list-style-type: none"> Incentivise improvements in attendance for students and parents. This can include shopping vouchers for meals. 	This will encourage students to attend and parent cooperation with attendance and could lead to an improvement in attendance figures.	Parental engagement (+3 months)
	<ul style="list-style-type: none"> Go4school Mobile App for parents 	Purchasing of Go4school App is allowing parents to track their child(s)': <ul style="list-style-type: none"> Timetable Session Attendance (AM & PM) Behaviour & Points Attainment (End of Key Stage Target & Current Grade) 	Parental engagement (+3months)
13 17	<ul style="list-style-type: none"> COMPASS team in cooperation with Senior Leader address absence directly (weekly and in some circumstances daily phone calls and home visits) to help pupils to re- engaged with school. 	Students and parents feel engage with school and feeling safe and ready to learn.	Social and emotional learning(+4 months)
11	<ul style="list-style-type: none"> Ensure that all KS4 teachers are trained up in their exam specification 	This will safeguard against potential staff absence or indeed specification changes which means the curriculum is altered and there is a need for more expertise in different part of the specification.	No direct impact
16	<ul style="list-style-type: none"> Purchase more laptops to ensure all students in all years have a computer and access to the internet at home. 	This will allow students to access all online learning resources at home whether for homework, periods of self-isolation, or local lockdown events.	Digital technology (+4 months)
	<ul style="list-style-type: none"> Purchase 17 more desktop computers to create a second computer room within the Year 11 zone 	Allowing to deliver broad and balance curriculum in a safe environment.	
11 17	<ul style="list-style-type: none"> All staff to receive CPD in relation to the well-being 'Recovery, Refocus and Readiness' programme. 	All staff are quipped for early recognition of children's mental health needs. The profile of PSHE is raised throughout school and lessons are taking place on a daily/ weekly basis which support he mental health needs of all pupils.	Social and emotional learning(+4 months)



		Develop aspects such as resilience and independence and to reinforce or improve learning behaviours, but also to address pupils' anxieties	
12	<ul style="list-style-type: none"> Ensure all Year 11s benefit from a 1:1 careers interview outside of lesson time (Before and after school; CORE PE; lunchtime; break time) 	Pupils are more aspirational and ambitious for their future education and employment in all key stages.	Although the research by the EFF says that aspiration interventions have little impact, we as a school want to ensure that our students are fully supported into making the correct for Post 16 options.
15	<ul style="list-style-type: none"> A new system in place for parents evenings in 2020/21 to ensure regular dialect between home and school regarding academic performance 	To maintain communication between the school and the parents regarding academic performance	Parental engagement (+3months)
	<ul style="list-style-type: none"> Attitudinal survey to parents look at Remote learning feedback 	To identify what we're doing well and where we could do better and to make sure we're meeting your needs and the needs of your children	Parental engagement (+3months)
14 17	<ul style="list-style-type: none"> Breakfast and lunch to be provided for pupils that meet before school. 	Extending the length of the school day; for example, to provide additional academic or pastoral support to particular pupils after school.	Extending school time (+2 months) Breakfast clubs found to boost reading writing and maths results
14	<ul style="list-style-type: none"> Attitudinal survey to look at pupil engagement with homework learning and attitudes to school to enable early intervention. 	To identify students who would benefit from a reengagement programme for their learning	Small group tuition(+4 months)
	<ul style="list-style-type: none"> Set up a support system for students and parents if in need of help with online learning and homework 	This will support learning conversations at home which is proven to impact outcomes both academic and personal	Social and emotional learning(+4 months)
3 6	<ul style="list-style-type: none"> CPD provided for staff on the effective use of Google Classrooms and Google Meet. With a focus on how to: <ul style="list-style-type: none"> design learning materials for online use (videos or other) align digital content with the school's curriculum pre-record lessons or teach live lessons online provide voice commentaries on presentation slides 	Continuity of leaning if students need to self- isolate. The new platform is in place and staff, pupils and parents are able to use it effectively.	Mastery learning (+ 5 months) Feedback (+8 months)



	<ul style="list-style-type: none"> - introduce pause points so pupils can reflect on their learning or catch up if they are behind - check pupils' understanding assess pupils' work and give them feedback 		
7	<ul style="list-style-type: none"> • Children are trained how to use Google Classroom. • Parents/carers provided with information to support remote learning. 	<p>Home learning (homework) and communication with parents is enhanced (parent/ pupil surveys).</p> <p>Students and parents understand the remote learning provision and all relevant students engage in all lessons.</p>	Digital technology (+4 months)
8	<ul style="list-style-type: none"> • Online safety links and information shared with pupils and parents. 	Children remain safe online.	Social and emotional learning (+4 months)
17	<ul style="list-style-type: none"> • Purchasing Facebook Portal 	Enables students in Post 16 who are self-isolating to have a daily virtual contact with their tutor class.	Social and emotional learning (+4 months)
17	<ul style="list-style-type: none"> • Wellbeing programme delivered to students by school therapist and COMPAS team. 	To provide students who struggle with engaging with counselling	Social and emotional learning(+4 months)
	<ul style="list-style-type: none"> • Extended hours of offering counselling sessions for staff and pupils 	Improve the progress and attainment of all pupils and narrow the gap.	Social and emotional learning (+4 months)



Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<ul style="list-style-type: none"> Ensuring sufficient time is allocated to allow for staff professional development, assessment and planning for consolidation sessions. Access to whole staff CPD due to COVID 19 measures. Teach as normal but also plan teaching and learning in different ways, particularly when remote and face-to-face education happen in parallel Meticulously apply new safety procedures to prevent COVID-19 from spreading Support pupils who are not in school Cover for members of staff who are self-isolating. 	<ul style="list-style-type: none"> Use of Inset days to support deliver of CPD. Staff can access CPD flexibly due to the key CPD Programmes (online, pre-recorded or sometimes face-to-face with social distancing) Staff CPD time has been included in all staff timetables as allocated time Monitor and review staff's workload regularly. Leadership team takes on more teaching responsibilities, either to alleviate their staff's workload or when members of staff must self-isolate. Leaders to take on additional break and lunch duties to maintain a safe environment. Leaders applied several changes to the teacher's usual ways of working. These include changes to marking, meetings and after-school clubs. Self-isolating staff who were able to work are delivering remote education or improving the chosen online learning platforms.
Targeted support	<ul style="list-style-type: none"> Ensuring sufficient time is allocated to allow for professional development of teaching and learning support staff. A range of new initiatives shall be deployed to ensure targeted support of pupils is effectively delivered across the school. Timetable opportunities for small group interventions. 	<p>Training will be delivered via zoom or pre-recorded sessions within the school day by the extended leadership team to increase uptake and attendance.</p> <p>The policy and strategy is updated regularly to encompass the range of strategies used to support pupils</p>
Wider strategies	<ul style="list-style-type: none"> Engaging closely with families facing most challenges. Supporting families to ensure children return to school following COVID19 lockdown Accessing high quality careers provisions during COVID restrictions 	<p>The school has deploy a School Link Worker who has dedicated time to engage with those families in Post 16 facing most challenges</p> <p>Virtual careers fair for all year groups via website.</p>