



Overview

School	Our Lady and St Bede Catholic Academy, Stockton				
Academic Year	2020-21	Catch-Up Fund	£83,120	Total Pupils	1019

DfE Guidance

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 curriculum expectations for the next academic year in [actions for schools during the coronavirus outbreak](#).

While schools can use their funding in a way that suits their cohort and circumstances, they are expected to use this funding for specific activities which will help pupils catch up on missed education.

To support schools to make the best use of this funding, 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.

To support schools to implement their catch-up plans effectively, EEF has published the [school planning guide: 2020 to 2021](#). This will provide further guidance on how schools should implement catch-up strategies and supporting case studies to highlight effective practice.

EEF Model for Evidence based Strategic Planning

1 Teaching

For example

- Professional development programme
- Supporting Early Career teachers
- Assessment
- Effective remote learning

2 Targeted academic support

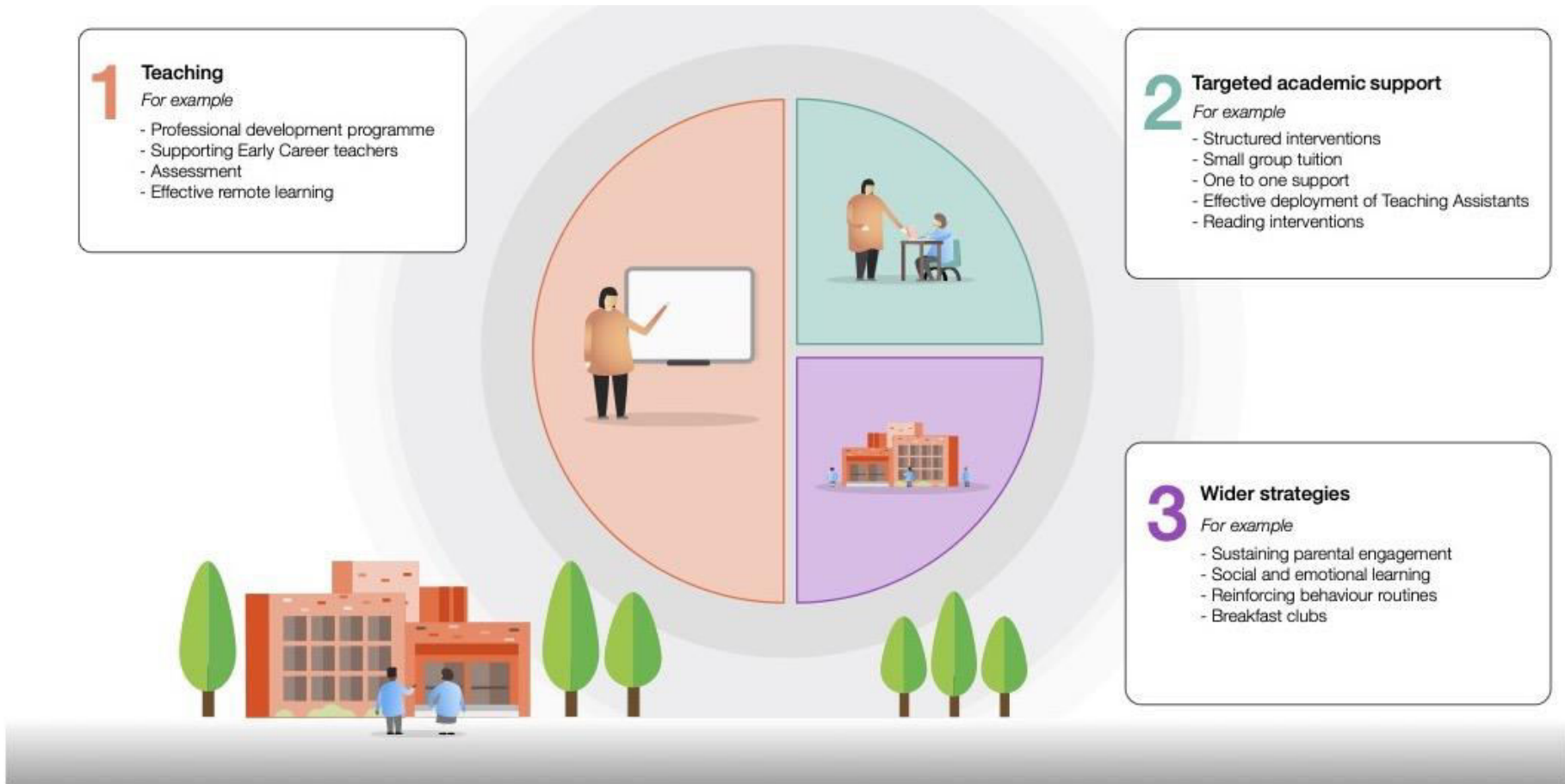
For example

- Structured interventions
- Small group tuition
- One to one support
- Effective deployment of Teaching Assistants
- Reading interventions

3 Wider strategies

For example

- Sustaining parental engagement
- Social and emotional learning
- Reinforcing behaviour routines
- Breakfast clubs



Identified Impact of COVID 19 (Primary)	
Maths	NA
Writing	NA
Reading	NA
Foundation	NA

Identified Impact of COVID 19 (Secondary)	
Key Stage 3	<ol style="list-style-type: none"> 1. Reading skills are much lower than normally seen in Year 7 on transition from primary school. 2. Basic recall ability is significantly reduced in subject areas. 3. Adaptions were made to the curriculum during lockdown to ensure content was suitable for online teaching and learning. Even so, there is variability in the impact on learning due to many varied and complex factors. Some pupils now have significant gaps in knowledge and skills whilst others have few. Practical based subject areas have been particularly adversely affected due to the inability to use specialist equipment in classrooms. 4. Teaching is now taking place in a dramatically different form to pre-lockdown. Year group bubble teaching has meant that staff have been required to use different strategies and methodologies to support learners. 5. Some pupils and families have needed significant emotional support due to experiences during lockdown. 6. Some pupils are highly anxious due to issues following lockdown and safeguarding concerns are significantly higher than pre-lockdown. 7. Further periods of isolation/illness have compounded further the issues relating to catch-up for individuals, groups of pupils and whole year groups. Combined with teachers also having to self-isolate/becoming ill, the impact is increasing the, already highly variable, range of gaps in pupils' knowledge in all subjects. 8. Some pupils are struggling to relate effectively with their peers, having been reliant on social media for communications. This is causing many difficulties for some with their interpersonal relationships, leading to behaviour difficulties in school. 9. Pupils with Special Educational Needs and/or Disabilities and those who are vulnerable are a priority in all provision above.
Key Stage 4	<ol style="list-style-type: none"> 1. Basic recall ability is significantly reduced in subject areas. 2. Adaptions were made to the curriculum during lockdown to ensure content was suitable for online teaching and learning. Even so, there is variability in the impact on learning due to many varied and complex factors. Some pupils now have significant gaps in knowledge and skills whilst others have few. Practical based subject areas have been particularly adversely affected due to the inability to use specialist equipment in classrooms.

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Planned Provisions				
For All Pupils (Universal Offer)				
Desired Outcomes	Strategy	Impact	Staff Lead	Review date
Pastoral Support	<p>Pastoral support is of paramount importance in enabling pupils to access learning and attend well.</p> <p>In order to facilitate this, additional staffing has been re-deployed in key areas – particularly attendance, behaviour and SEMH.</p>	<p>The expected impact of the strategies above is to enable pupils to regain confidence in themselves, their learning and to get to a point where they are competent in meeting their year group expectations and have a solid foundation from which to take their next steps.</p> <p>Impact of SEMH support will be reviewed through pupil voice and pastoral data collection mechanisms.</p>	AHT (Pupil Support and Safeguarding)	<p>Reviewed on a termly basis by Governors and SLT.</p> <p>Attendance data is tracked weekly.</p>

<p>Curriculum Adaptations</p>	<p>In every subject area, the curriculum has been redeveloped to account for changes during lockdown. The changes for this year are progressive, in order to recover key learning from last academic year and move forward during the current year.</p> <p>Adaptions include the development and introduction of a bespoke internal Alternative Provision Programme with ASDAN accreditation for identified disengaged pupils and enhanced investment in terms of timetable allocation and staffing in Sport and Performing Arts to facilitate this offer.</p> <p>The intention is to offer a Period 6 provision to all Year 10 pupils in the final term to support catch-up in all subject areas and staff have been given the resources and time to facilitate this.</p>	<p>It is expected that all pupils will meet their end of year individual progression targets and that they will be ready to make a successful transition to their next academic year.</p> <p>An increase in levels of learning engagement from our most vulnerable pupils should be evident.</p>	<p>AHT (Curriculum)</p>	<p>Success criteria for key pupils will be monitored on a weekly basis and adapted where necessary.</p> <p>Whole school data drops (3 times a year) will inform future whole school curriculum adaptations.</p> <p>The impact of the catch-up plan around curriculum, will be reviewed on a termly basis by Governors and SLT.</p>
<p>Teaching and Learning</p>	<p>Staff development and training for the new environment we find ourselves is crucial. Training has been given to help staff engage with Microsoft Teams' teaching and with the use of Teams for sharing of resource materials with pupils.</p> <p>This has helped staff to manage the very different working environment, as well as manage teaching and also providing materials</p>	<p>It is expected that gaps in subject knowledge for pupils will be reduced as recall practice embeds.</p> <p>By utilising Teams, pupils will be able to access teaching and learning if they isolating / ill and working from home.</p>	<p>DHT (Achievement and Standards).</p>	<p>Ongoing on a weekly basis by the DHT (Achievement and Standards).</p> <p>Termly by Governors.</p>

	<p>for those at home, self-isolating. Staff have the skills to teach classes if they are at home, with adult support in class.</p> <p>A whole school focus on recall across all subject areas will be in place.</p>			
Literacy Focus	<p>We have invested in Accelerated Reader to enhance our literacy and reading strategy across the school.</p> <p>Sets of books have been purchased for every tutor group to facilitate weekly reading together time.</p>	<p>Children will rediscover a love for reading which will enhance their literacy skills. This will, in turn, increase their vocabulary and understanding of key words and will support their ability to access written content across the curriculum and aid exam technique and performance.</p>	AHT (Literacy)	Half termly

Planned Provisions				
Targeted Pupils				
Desired Outcomes	Strategy	Impact	Staff Lead	Review date
Year 7 Diagnostic Testing	<p>All Year 7 took part in online Cognitive GL Assessment Tests. This was essential as KS2 data is not available. These tests have provided teachers with valuable information regarding strengths and weaknesses, especially in literacy and numeracy.</p>	<p>Teachers will be able to make more informed decisions around setting, grouping and lesson planning. Pastoral and SEN support can be more effectively and efficiently allocated to pupils who demonstrate need.</p>	AHT (Curriculum) SENDCo	Annually by Governors and SLT
Small Group Literacy and Numeracy focus	<p>Where specific groups of pupils are identified as having fallen behind, to an extent that the</p>	<p>All pupils have the required literacy and numeracy skills to access the</p>	AHT (Catholic Life and Teaching and	Half-termly

	<p>in-class recovery will not suffice, additional lessons have been provided in both English and Mathematics.</p> <p>Specialist intervention lessons are held, where needed, to support learning and additional support in terms of non-contact periods and additional time has been given to mentors.</p>	curriculum.	Learning)	
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Planned Provisions				
Wider Strategies				
Desired Outcomes	Strategy	Impact	Staff Lead	Review date
Careers	As a result of lockdown, opportunities have been greatly curtailed in terms of our CEIAG offer and this difficulty continues. Additional online resources have been purchased and a staffed careers information facility will be in place in the final term to support and inform pupils.	Smooth and effective upward transition for all pupils.	AHT (Holistic Pastoral Care)	The impact of the Catch-up plan will be reviewed on a termly basis by Governors and SLT.
Performing Arts and Sports	Investment in recruitment of additional staff to these areas to develop confidence, resilience, team work and improve the well-being of pupils.	Pupils take part in group and team activities, pursue hobbies and develop talents and skills that enhance their holistic educational experience and support their mental health and well-being.	AHT (Holistic Pastoral Care)	Termly
Library and Pupil Resources	Investment in furnishings, IT equipment and resources to transform an existing classroom into a library and learning resource centre for	Investment will enhance literacy, well-being and learning.	AHT (Literacy)	Annually

	pupils.			
IT Infrastructure	<p>Significant investment has been given to the development an online platform (VLE) for all year groups and subjects.</p> <p>All classrooms have been equipped with webcams and microphones to enable staff in school to teach pupils at home live through Teams and new computers have been purchased and installed in spaces throughout the school to provide more IT access for pupils and staff.</p> <p>Some subjects have benefited from the purchase of technology such as visualisers, which has ensured learning could continue both in school and while pupils are learning at home.</p>	<p>This supports independent learning, homework and the learning of pupils when they are self-isolating.</p> <p>Subject specialists are still able to teach from home when they are self-isolating.</p>	AHT (Innovation)	Annually