**Turves Green Girls’ School: Covid-19 Catchup Plan 2021**

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| **Summary information** | | | | | |
| **School** | **Turves Green Girls’ School** | **Current no. on roll** | 684 | **Total Catch-up Budget** | £51, 600 |
| **Guidance** | | | | | |
| This plan should be read in conjunction with the existing Pupil premium Strategy Document on the School Website.  The government COVID-19 Catch-up Premium has been established to mitigate the effects of the unique disruption caused by coronavirus. The grant is only be available for the 2020-2021 academic year. Schools have been given the remit to target this funding for specific activities to support pupils to catch up for lost teaching time over the previous months. In addition to this  There is also an allocation of £350 million for a National Tutoring Programme, intended to deliver proven and successful tuition to the most disadvantaged and vulnerable young people.  We believe that those from the most vulnerable and disadvantaged backgrounds in our school will be hardest hit. Since 51% of our intake are eligible for Pupil Premium whilst the national average is just 27%.  To support schools to make the best use of the funding, the EEF has published a support guide:  <https://educationendowmentfoundation.org.uk/covid-19-resources/covid-19-support-guide-for-schools/#nav-covid-19-supportguide-for-schools1>  A summary of their best practice is as follows:   1. Teaching and whole-school strategies: supporting great teaching / pupil assessment and feedback / transition support 2. Targeted approaches: one to one and small group tuition / intervention programmes / extended school time 3. Wider strategies: supporting parents and carers / access to technology / summer support   As with all government funding, we must be able to account for how the money is being used. Therefore, the impact and spending strategy for this Catch-up Premium will be reviewed at Curriculum Committee and Fill Governing Board Meetings throughout the 2020-2021. | | | | | |
| **Identified impact of lockdown** | | | | | |
| Gaps in curriculum knowledge and specialist teacher input during Lockdown 1 whilst distance learning was conducted via paper-based booklets, Moodle pages and email. | | | | | |
| Gaps in curriculum knowledge that have appeared due to Covid-related absences from school September – December 2020 and then gaps that have appeared due to a lack of engagement / poor technology and internet provision in Lockdown 2 (January – March 2021). | | | | | |
| Low levels of attainment for pupil premium pupils at KS2 making up a disproportionate number below the standardised 100 score and requiring catch-up in the first instance and then this gap has only widened during lockdown where catch-up programmes in place were curtailed. | | | | | |
| Whilst vulnerable pupils, LAC pupils and those with EHCP Plans have attended in-school provision for both lockdowns, inevitably most pupils with specific SEND needs will have made less social, emotional and academic progress than expected during this period. | | | | | |
| Low reading ages and a lack of reading culture amongst many pupil premium pupils when they come to TGGS has only been exacerbated without access to in-school reading support, Accelerated Reader and a School Library. | | | | | |
| Understanding the ability and needs of our current Year 7 cohort intake without SATS scores and on the back of very little academic provision from Primary Schools from March 2020 and then only 1 term of in-school teaching before lockdown 2 will have had a | | | | | |
| Gaps in ‘careers and further education’ advice and guidance | | | | | |
| Concerns around anxiety, mental health and safeguarding issues following the lockdown periods and the impact that these will have on attendance and engagement with school generally. | | | | | |

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| **Strategy Area**  **(as identified by EEF)** | | **Specific strategy** | **Success criteria** | | **Evaluation** | | **Cost** | **Impact** |
| **Teaching** | | For one of the Performance Management targets for teaching staff 2020-21 to include the option “To undertake the professional learning programme and to lead my department / faculty in the “Thinking Differently for Disadvantaged Learners” professional learning programme and undertake the six online training modules with Challenging Education. | Challenging Education is an acknowledged national leader in supporting disadvantaged learners. The programme will make new and current staff including members of the Governing Board aware of up to date national and international research on supporting disadvantaged learners and then be able to share this with their department / faculty keeping PP issues high on the agenda. Staff will then be in a strong position to support each other in adapting teaching methods and metacognition strategies that most benefit disadvantaged learners at regular intervals across the academic year | | A review of the department and faculty minutes will ensure that this is taking place on a regular basis.  Monitoring of uptake.  Department SEF analysis of the on-going impact of this CPD on the Department, Schemes and Pupil Outcomes.  Rigorous Faculty Link Governor meetings and reports as to the impact of on-going CPD.  Report the Governing Board, September 2021 / September 2022 | | **£650** |  |
| **Targeted Approaches** | | Develop and implement a synthetic phonics reading / language programme for very weak Year 7 pupils in English and to continue to support those in Yr8 who had their programme cut short.  NGRT diagnostic reading tests on the bottom 50 readers in Yr7 to refine the interventions (3 tests per year to map progress). Reading Passports created by TAs with specific reading strategies to use by all staff. Identified pupils to attend Library Lesson / Literacy Breakfast weekly, with  additional TA/ Cover Supervisor support purchased and lunch provided.  Thinking Reading Programme for all pupils below chronological Reading Age – programme for 3 years delivered by TAs, Librarian and selected English Teachers. | * Reading ages increase. * A reduction in Reading Age Gaps PP / non-PP pupils. * A reduction in the number of pupils who have a reading age below chronological age in all year groups.   Currently the average Yr7 reading age is 10.07 years and PP pupils are averaging a reading age of almost 5 months below their non-PP peers. 53% of the PP cohort in Yr7 have a reading age below their chronological age with an average reading age of 8.09 years. | | * NFER / NGRT / Salford Reading Age analysis and cross referencing. * Termly English internal data. * Lesson Observations, learning walks, work scrutinies. * AR Data   Regular report to the Curriculum Committee of the Governing Board throughout 2021-22. | | **NGRT diagnostic testing £400**  **Library Lesson / Literacy Breakfast for Summer Term £1,000**  **Thinking Reading Programme £6,200** |  |
| **Strategy Area**  **(as identified by EEF)** | | **Specific strategy** | **Success criteria** | | **Evaluation** | | **Cost** | **Impact** |
| **Targeted Approaches** | | **Small group tuition delivered through a combination of:**   * Employment of an English Coach 2020-21. * Additional Maths Teacher employed to provide a catch-up group for each year group at no loss of curriculum time. * Additional English Teacher available after May half-term (as above) + Thinking Reading Programme. * Targeted twilight Catch-up support in all subjects at KS3 and KS4 delivered by their normal class teacher. * National Tutoring Programme Tutors for all LAC (7 pupils covering a range of subject in English, Maths and Science) – this is paid out of separate LAC funding * National Tutoring Programme for pupils Yrs7-10 as identified by English, Maths and Science Staff and prioritised by HoY/Pastoral staff (PP pupils / disengagement issues / mental health and anxiety needs). | Pupils in the targeted support groups make rapid curriculum gains in terms of subject knowledge, attainment and engagement.  The aim is for:   * KS4 pupils to improve by at least 1 GCSE grade from start to finish in the programme. * KS3 pupils to maintain increase their position in the rank order by at least 5 places as measured between assessments.     Increased staffing in the core subjects builds in capacity for small group and targeted interventions for PP pupils in lesson time and beyond the classroom.  An additional Maths Teacher and an English Coach means that individual and targeted catch-up support for all year groups can operate. We know that the disadvantaged pupils have been disproportionately hit by the Codid-19 lockdown. By top-weighting these small group interventions with PP pupils we will be following the “equity not equality” model of support. | | Regular data analysis and QLA of the catch-up cohort to check on impact start / end of the 15-hour programme.  Data over time comparison.  Lesson observations, learning walks, work scrutinies to monitor the quality of the curriculum and teaching and learning across the groups and to ensuring that all pupils are engaged and learning is effective. | | **English Coach:**  **£19,739**  **Maths Teacher:**  **£25, 714**  **English Teacher:**  **£4,285**  **Twilight Catch-up all Yrs / all subjects:**  **£5,000**  **National Tutoring Programme:**  **Summer Term 2021-22 and Autumn Term 2021-22 = total approximately £22,000**  NTP Tutors £920 per subject for a 15-hour block @ 15 pupils per year group per term: £2760 per year group X 4 = £11, 040 per term |  |
| **Wider Strategies** | | Purchase revision guides for all students in all subjects to ensure  independent work can be completed at home.  Parental Teams workshops delivered on how to support your daughter in their revision / making the best of the revision guide. | Improved attainment and P8 S scores by pupil and subject between March 2021 and March 2022. | | * Internal Assessment Data comparison March 2021 - 22 * Mock Exam Results 2022 * Pupil Outcomes 2022 * Parental feedback. | | **£ 7000** |  |
| **Strategy Area**  **(as identified by EEF)** | | **Specific strategy** | **Success criteria** | | **Evaluation** | | **Cost** | **Impact** |
| **Wider Strategies** | | Ensure all pupils in all years have a computer and access to  the internet at home. | All pupils will be able to access all online learning resources and tutoring programmes at home whether for homework, periods of self-isolation, or local lockdown events. | | * Attendance and engagement in Teams lessons / Tutoring Programmes. * Records of laptop and dongle loans. * Pupil outcomes.   Report to the Finance Sub-Committee of the Governing Board. | | **£5000** |  |
| **Wider Strategies** | | Provide additional 100 hours emotional and wellbeing support for targeted pupils. | Pupils with identified emotional and mental health issues through the impact of COVID-19 to be given the necessary support to succeed. | | * Records of mentoring sessions. * Targeted pupil’s academic attainment data. * Attendance records. | | **£2,500** |  |
| Wider Strategies | | Pupil Premium pupils to gain greater cultural literacy through engagement in a wide range of cultural activities (peri music, visits to Art Galleries, etc) and through reading regularly.  Over the course of a TGGS Pupil’s school life they will experience 10 culturally enriching experiences visiting:  a museum; an art gallery; a sporting event; a musical concert; the countryside; a castle; a university; London (the capital city); a religious building; a theatre experience.  We aim for at least 1 full trip with 100% PP participation to take place in July 2021. | 100% PP participation in school trips.  Aspirations are raised and a sense of collective belonging and enjoyment and adding to a sense of well-being.  We aim for at least 1 full trip with 100% PP participation to take place in July 2021. | | * Participation / Attendance * Pupil / Parental and Staff feedback * Cultural Capital Questionnaire. | | **£5,500** |  |
| **Other Information** | | | | | | | | |
| This plan should be read in in conjunction with the Pupil Premium Plan published on our website.  High quality teaching remains the single most effective strategy for closing any learning gaps. Having all teachers as subject specialists facilitates high quality subject input into lessons. Ongoing CPD and access to further professional development from the King Edward VI Academy Trust and The Oaks Collegiate is vital to ensuring the success.  Leaders at all levels in the school to closely track and monitor catch up strategies and continually refine practice. A focus on curriculum sequencing, the application of Rosenshine’s Principles, monitoring of the quality of teaching, pupil work and internal data will help subject leaders target specific subject domain knowledge pupils are not yet secure in. A cycle of plan – do – review will also support subject leaders’ understanding of effective catch up in the classroom. | | | | | | | | |
| **Case Studies** | | | | | | | | |
| **Pupil** | **Catch-up Issue** | | | **Intervention** | | **Impact** | | |
| **1** |  | | |  | |  | | |
| **2** |  | | |  | |  | | |
| **3** |  | | |  | |  | | |
| **4** |  | | |  | |  | | |
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