

## Kirkby High School Covid 19 Catch up Premium Strategy 2020/21

Students across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.

The government have issued Catch up funding to schools to support the children and young people in catching up on the lost learning time.

The DfE has also set out the following Curriculum Expectations, to ensure that all pupils – particularly disadvantaged, SEND and vulnerable pupils – are given the catch-up support needed to make substantial progress by the end of the academic year.

### **Education is not optional**

All pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.

### **The curriculum remains broad and ambitious**

All pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment.

<b>Academic Year</b>	2020/21	<b>Total Catch Up Premium</b>	£73,280
<b>Total number of students</b>	916	<b>Amount per pupil</b>	£80

## **Kirkby High School catch up priorities**

- Lost learning time due to lockdown.
- Lost learning time due to isolating.
- Student anxiety with regards to the virus and/or exams.
- Vulnerable student experiences during lockdown.
- Disadvantaged students having limited access to technology/internet.
- Disadvantaged students having limited parental support.
- SEND students find it more challenging to catch up.
- Newly Qualified Teachers (NQT) have unfinished teaching practices.
- Transition of students from primary to secondary school-missed transition experiences.
- Curriculum with 'bubbles' and the impact this has on staffing.
- Reductions in timetable for KS4 and therefore uptake on 'blended learning'
- Number of students requiring catch up on literacy and numeracy due to entering school below the expected age increased.
- Attendance of students who are able to attend school

## **Desired Outcomes of our Strategy**

- To raise the attainment of all students to close the gap created by COVID-19 school closures.
- To reduce the attainment gap between disadvantaged students including those with SEND and their peers.
- To provide quality CPD for newly qualified teachers enabling them to support student catch up.
- To ensure a smooth transition from KS2 to KS3 and KS4 to post 16 education.
- To increase parental engagement with a focus on improving attendance.

Desired Outcome	Action	Success Criteria – Responsible for/Monitored by			Cost
		PHASE 1 KPT (Sept '20– Dec '20)	PHASE 2 KPT (Jan '21 – March '21)	PHASE 3 KPT (April '21 – August '21)	
<p>To raise the attainment of all students to close the gap created by COVID-19 school closures.</p>	<p>Provide revision guides for all year 11 students to enable them to have access to all revision materials and to support learning at home in result of having to isolate (MTU/ADO-Nov20)</p> <p>Provide an additional hour of learning on class charts for subjects whose t&amp;L time has been reduced due to staggered starts to school (Blended learning-ADO SEPT 20) <b>this was paused during Spring lockdown</b></p> <p>Provide CPD for staff and students on the use of Microsoft Teams to prepare for the Tiered system of learning in schools from DFE (ADO SEPT20) <b>Ongoing CPD provided in fortnightly emails during Spring lockdown (ADO) and additional support provided in faculty briefings and twilight session (ADO- Jan - March 2021)</b></p> <p>Appoint a technologies coordinator to support with CPD of online learning for students and staff(ADO/IFL-Sept 20)</p> <p>Ensure work is set on Microsoft teams for students who are self-isolating (ADO/HOY Sept</p>	<p>Mock exams taken place with full rational (MTU)</p> <p>Revision guides purchased for y11 students (MTU)</p> <p>CPD for staff on Microsoft teams (ADO)</p> <p>Students taught how to use teams (IFL)</p> <p>All online learning guidance is on the website and parents informed (ADO)</p> <p>Reading ages taken for all students and distributed to staff (MTU)</p>	<p>QLA being used to inform planning (PGR)</p> <p>Staff confident in using online learning (ADO)</p> <p>Learning walks show effective use of whiteboards and pens as an assessment strategy. (ADO)</p> <p>Reading ages assessed again and analysed for target intervention(MTU)</p>	<p>Year 11 students are prepared for their exams (MTU)</p> <p>GCSE outcomes are in line with our improvement journey (MTU)</p> <p>(Exact targets set after mock exams as last snapshot is form prior to lockdown and therefore may no longer reflect the current position)</p> <p>Reading ages improved(MTU)</p>	<p>Appointment of technologies coordinator</p> <p>Revision guides £2,000</p> <p>Classcharts (Covered in PP budget) £1080.80</p> <p>Teams cost?</p> <p>Reading tests for all year groups x 2 £4362, based on 1</p> <p>Inclusion resources for intervention</p> <p>Cost of usual year 7 catch up funding £16,234</p>

	<p>20) QA of live lessons during Spring partial closure (ADO)</p> <p>Ensure live lessons 100% in the event of the whole year group having to self-isolate (ADO-Sept 20)</p> <p>Review all curriculum overviews to ensure recall and learning gaps are accommodated for (AKE-Sept20)</p> <p>Delay the testing of year 7 students to give them the opportunity to get back into the routine of learning (MTU-Oct20)</p> <p>Ensure reading ages of year for all year groups are assessed in November/December and given to teachers to inform planning (MTU-Nov/Dec20)</p> <p>Ensure students are assessed again in February to monitor the students who have/have not caught up (MTU-Feb21)</p> <p>CPD for staff on 3rd March on 'importance of reading ages' (ADO-March 21)</p> <p>Purchase of book for each student (they are provides with a choice of 3-5 novels) (ADO – Feb 21)</p>	<p>Lesson time used to assess student gaps (ADO/MTU/AKE)</p>	<p>Student gaps addressed in lessons (ADO)</p>	<p>Students know more and remember more. This is evident in books (ADO)</p>	<p>Laminating (lanyards/wallets/cards) £235.65</p> <p>Whiteboards and pens £1550.40</p> <p>Equipment</p>
--	--	--	--	---	--

	<p>Collate rationale for testing of all year groups within subjects to allow identification of gaps in learning and gaps addressed during teaching (MTU)</p> <p>Targeted intervention for students who arrive at KHS below the expected standard (JRI/KHU-Oct20)</p> <p>Ensure staff can assess student learning during the lesson with use of whiteboards and pens to support social distancing (ADO-Oct20)</p> <p>Ensure mock exams have clear rationale of what is being assessed and how this will inform QLA (MTU-Oct20)</p> <p>Yr 11 T&amp;L lesson by lesson plan to be created after March exams(MTU-March20)</p> <p>Exam questions evident through schemes of work (AKE-Nov20 start) <b>Mar 21</b></p> <p>Staff to complete survey on 'language for exams'(ADO-Dec 20)</p> <p>Laminated 'Essentials of GCSE teaching' to be placed on all staff desks(ADO Nov 20)</p> <p>Praise postcards to be sent home after Y11 SLT learning walks (MTU-Dec20) <b>Mar 21</b></p>				
--	---	--	--	--	--

	<p>CPD on 'language for exams' for staff (ADO-Nov20 on going)</p> <p>Ensure KS3 diagnostic assessments are taking place to find out which students have fallen behind the most during lockdown (Dec20-MTU)</p> <p>Identify student in English and maths at KS4 to identify who has fallen behind the most. Use 121 tuition for students with agreement from parents (Dec 20) <b>March 21</b> My Tutor to be used with designated cohort</p>				<p><b>My Tutor=£5000</b></p>
--	---	--	--	--	------------------------------

Desired Outcome	Action	Success Criteria – Responsible for/Monitored by			Cost
		PHASE 1 KPT (Sept '20 – Dec '20)	PHASE 2 KPT (Jan '21– March '21)	PHASE 3 KPT (April '21– August '21)	
<p>To reduce the attainment gap between disadvantaged students including those with SEND and their peers.</p>	<p>Early identification of students who require mentoring to ensure a smooth transition back to learning (MTU/PMC/Mentors Sept-20)</p> <p>Impact mentoring is having on students ATL, attendance and therefore outcomes monitored (MTU/PMC/Mentors-Sept20)</p> <p>Any students who are KS4, disadvantaged and require a laptop to be identified and laptops disseminated to allow blended learning/online learning to be accessed (PMC/JRI Sept20)</p> <p>Provide learning equipment for all students to reduce the risk of transmitting the virus and therefore ensure less student have to self-isolate. Teaching and learning is not disrupted due to lack of equipment (ADOSept20)</p> <p>Provide after school lessons for disadvantaged students who struggle to work at home giving the opportunity to access their blended learning (AKE/MTU-Oct20)</p> <p>Targeted intervention for vulnerable students who we are aware have had a difficult lockdown experience (JRI/KHU Sept20)</p>	<p>Students identified and baseline set including classcharts activity, attendance figures and working at grades (MTU/Mentors)</p> <p>All disadvantaged students who required a laptop are catered for (JRI)</p> <p>Interventions for vulnerable students taking place (KHU)</p>	<p>Students who have received mentoring show improvements in terms of attendance, behaviour and learning (Mentor)</p> <p>Uptake in online learning of disadvantaged students is increased (ADO)</p> <p>Impact of interventions tracked</p>	<p>Students who have received mentoring show improvements in terms of attendance, behaviour and learning (Mentors)</p> <p>Disadvantaged students outcomes improved (MTU)</p> <p>Improvements seen</p>	<p>Technology</p> <p>Equipment for learning within the bubbles £8170.90</p> <p>Mentoring (covered in PP budget)</p> <p>Washable masks for every child</p>

	<p>Targeted intervention for SEND students within inclusion faculty (JRI/KHU-Nov 20)</p> <p>Careful deployment of teaching assistants to support SEND students accessing the curriculum (SEPT20)</p> <p>Washable masks to be provided for every child to reduce the transmission of the virus and therefore reduce number of students having to isolate.</p>				<p>£1,650</p> <p>Throw away masks as reserve for every child £517.60</p>
--	--	--	--	--	--



Desired Outcome	Action	Success Criteria – Responsible for/Monitored by			Cost
		PHASE 1 KPT (Sept '20 – Dec '20)	PHASE 2 KPT (Jan '21 – March '21)	PHASE 3 KPT (April '21– August '21)	
To provide quality CPD for newly qualified teachers enabling them to support student catch up.	<p>Implement comprehensive NQT training programme, addressing gaps from colleagues' training year(PGR-Sept20)</p> <p>Implement RQT training programme(PGR-Sept20)</p> <p>Weekly CPD from members of key staff for NQTs (PGR-Sept20)</p> <p>Provide CPD books for new staff to use recommended by T&amp;L facilitators(LGE/WLY Dec20)</p> <p>360 feedback questionnaire distributed to key members of the faculty/school (WLY/LGE-Dec20)</p> <p>Cover provided to allow NQT/RQT to observe other colleagues with target strengths identified (WLY/LGE-Dec20)</p> <p>Complete CPD for new AHT in charge of NQT programme (PGR-Dec20)</p> <p>Purchase IRIS video technology for lesson observations, feedback and project work (PGR-Jan20)</p>	<p>Full attendance to weekly CPD(PGR)</p> <p>CPD for PGR to upskill mentor (PGR)</p>	<p>Lessons filmed and watched back with trusted reflective colleague(WLY/LGE)</p> <p>Project work started by the NQT's in IRIS (film club)</p> <p>Reading materials provided and shared between staff (PGR)</p>	<p>NQT/RQT evidence of improvements in target areas (PGR)</p> <p>NQT and RQT set new targets for next academic year(PGR)</p> <p>Discussion regarding implementation of strategies from reading materials to take forward using IRIS</p> <p>(PGR)</p>	<p>NQT CPD</p> <p>IRIS £1464 (ex vat)</p> <p>Reading materials £200</p>

Desired Outcome	Action	Success Criteria – Responsible for/Monitored by			Cost
		PHASE 1 KPT (Sept '20 – Dec '20)	PHASE 2 KPT (Jan '21 – March '21)	PHASE 3 KPT (April '21 – August '21)	
<p>To ensure a smooth transition from KS2 to KS3 and KS4 to post 16 education.</p>	<p>Create a virtual tour of the school for students to familiarise themselves with the building. Ensure this is accessible on the website (ADO-Sept20)</p> <p>Extra two induction days for year 7 prior to the rest of the school return to enable students time to settle (ADO-Sept20)</p> <p>Targeted form tutor mentoring from learning mentor (LGR-Sept20)</p> <p>Liaison with primary school about prior attainment in literacy and maths. Use this to allow individual faculties to pitch learning at the right level (ADO/MTU-July20)</p> <p>Liaison with Primary about pastoral information including attendance and ATL to target students most in need (LGR-July 20)</p> <p>Lunches provided for all students during induction day due to covid restrictions preventing use of finger print.</p>	<p>Students able to see the virtual video of the school on the website (ADO)</p> <p>CATs tests completed and sent out to staff(MTU)</p> <p>All students have had a careers 121 careers interview (AKE/GJA/SDO)</p>	<p>Mentoring is having an impact on targeted students (LGR)</p> <p>Teaching is pitched at the right level for students (ADO)</p>	<p>Students settled in to Kirkby High School and are happy in their learning.</p> <p>The proportion of students who are NEET is still reduced from previous years despite Covid19 (AKE)</p>	<p>Transition video with virtual technology £2,494</p> <p>Knowsley Youth Mutual morning session x 8 £768</p> <p>Careers advisor cost</p>

	<p>CATS tests for all year 7 students to support targeted intervention (MTU-Oct20)</p> <p>Ensure every students in year 11 has a 121 interview from the careers adviser in the first term (SDO/GJA/AKE-Nov20)</p> <p>Ensure college information is given out during extended form time and students are encouraged to apply for college. (Nov20)</p>				
--	--	--	--	--	--

Desired Outcome	Action	Success Criteria – Responsible for/Monitored by			Cost
		PHASE 1 KPT (Sept '20 – Dec '20)	PHASE 2 KPT (Jan '21 – March '21)	PHASE 3 KPT (April '21 – August '21)	
To increase parental engagement with a focus on improving attendance.	<p>Engage with parents via telephone to understand barriers to learning. (TMO-Oct20, ongoing)</p> <p>Creation of a key cohort of students and parents with historic poor attendance and engagement. (TMO-Nov20)</p> <p>Provide support to parents with IT issues linked to students attending online lessons. (SLT/ Mentors/ Tutors, Jan 21, ongoing)</p> <p>Ensure all parents and students receive a call from their form tutor, with students' individual attendance discussed (Tutors, Jan 21, ongoing)</p> <p>Monitor all student attendance weekly, and contact parents of students who miss 10 or more lessons in a week to offer support and obtain reasons (Attendance Team, Jan 21, ongoing)</p> <p>Introduce attendance contracts for students at risk of PA (SDU/Attendance Team - April 21)</p>	<p>Telephone calls made to parents (TMO)</p> <p>Parents are aware of all attendance expectations following the return to school. (Attendance Team)</p> <p>Key cohorts identified and interventions started. (SDU/ attendance mentors)</p> <p>Regular calls made home to key students (Attendance Team)</p> <p>Parental engagement award CPD delivered to staff through INSET day (SDU)</p>	<p>Parents aware to contact school if there is an issue with technology. Staff follow flowchart to resolve issues and ensure students are swiftly back online learning. (SLT)</p> <p>Parents made aware of student attendance to lessons through tutor and attendance team calls. (HoY/ Attendance Team)</p> <p>Regular contact with parents regarding poor student attendance to online lessons (Attendance team/ mentors/ tutors, Jan 21)</p>	<p>Parents survey to be analysed and used to target improvements (SDU)</p> <p>Attendance Contracts launched (SDU/ attendance team)</p> <p>Impact of parent contracts show a reduction in absence rates. (SDU)</p> <p>Attendance of key cohorts improved and successful case studies saved for use in the future.(SDU)</p> <p>Actions impact on overall improvement in</p>	<p>Parent App £1,488</p> <p>Attendance budget for leaflets</p> <p>Increased hours of TM.</p> <p>Leaflets</p> <p>Parent Award £3,250</p>

	<p>Conduct a parent voice via ParentApp and collate barriers to student attendance. (SDU-April 21)</p> <p>Clear communication with parents on the expectations around attendance through phone calls and ParentApp (Attendance Team-Nov20, ongoing)</p> <p>Ensure parents are fully aware of attendance expectations following re-opening of schools from 8<sup>th</sup> March (SDU, Feb 21)</p> <p>Creation of a leaflet summarising attendance expectations to be sent with attendance letters (SDU-March 21)</p> <p>Promote positive attendance with students and parents, and reward students with excellent and improved attendance to online lessons. (SDU/ HoY/ Mentors, Feb 21, ongoing)</p> <p>Analyse student cohorts who were concerned about the return after the first lockdown and offer support in their return from 8<sup>th</sup> March. (SDU/ Attendance Team, March 21)</p> <p>Complete the Leading Parental Partnership Award to achieve accreditation (SDU, Jan 21, ongoing)</p>	<p>NQT session delivered on Parental Engagement and the importance (SDU, Oct 20)</p>	<p>Attendance of key cohorts improves. (SDU)</p> <p>Competitions launched within year groups to increase in attendance to lessons.</p> <p>Cohort identified for each year group, and telephone calls of support made to students and parents.</p>	<p>school attendance.(SDU)</p> <p>Parent award on track for accreditation (SDU)</p>	
--	---	--	---	---	--

	CPD for assistant headteacher in improving parental engagement through the Parent Award for school (Dec 20)				
--	---	--	--	--	--

Final review date September 2021.

<b>Strategy total spend</b>	£46,951.35
<b>Strategy staffing costs</b>	£22,984.80
<b>Total cost</b>	£69,936.15
<b>Reserve:</b>	£3,343.85