

The King's School Catch-Up Plan

Rationale: Following the 2020 lockdown due to the COVID-19 pandemic, schools have received an additional amount of money to provide catch-up support for those pupils that require it. In order to utilise this additional funding, in the best possible way, we have considered closely the research and advice put forward by the EEF, DfE and used timely assessments of both students' academic and personal development needs to inform our decisions. The table below outlines our intentional spend with a rationale accompanying each decision.

| Strategy | School rationale | Evidence | Implementation | Cost | Expected impact/outcome |
|---|--|--|--|------|---|
| Quality First Teaching | | | | | |
| Curriculum Adaptations To ensure that curriculum adaptations are considered thoroughly and implemented effectively. | Lost learning time due to lockdowns and Covid-19 teaching restrictions has led to students not accessing the full originally planned curriculum long term plans for each subject area. | EEF - Covid-19 support guide for schools 'For many pupils, compensating for the negative impact of school closures will require a sustained response. It is highly unlikely that one single approach will be enough'. EEF – The EEF Guide to Supporting School Planning – A Tiered Approach to 2020-21 'Expert teachers develop a broad array of teaching strategies that, combined with subject knowledge and knowledge of their pupils, positively impact upon learning'. | Curriculum leader CPD Time given for curriculum leaders to collaborate with their counterparts at CHS. Review curriculum LTPs and remove content where appropriate and refine end-points where necessary. Build in additional teaching time following end of year assessments to address and close gaps in knowledge based on QLAs. | £0 | One page summary curriculum adaptations for each subject area. Students study builds towards clear end-points. |
| Remote Learning CPD (and development of) | To reduce lost learning it is essential that students are | EEF - Remote learning: rapid evidence assessment, April 2020 | CPD sessions for staff to ensure consistency and so that all teachers feel | £0 | Students remain engaged with their learning. |



| | | | | | |
|---|---|---|--|--|--|
| <p>To ensure all teachers are confident and are effective in delivering live remote lessons.</p> | <p>able to follow their normal timetable and be taught by their normal teacher during lockdown/self-isolation.</p> <p>Teaching remotely is different to teaching face to face in the classroom and it is essential that all teaching staff have effective CPD to allow them to deliver highly effective remote lessons.</p> | <p>‘Teaching quality is more important than how lessons are delivered’. ‘Peer interactions can provide motivation and improve learning outcome’. ‘Different approaches to remote learning suit different tasks and types of content’. EEF – The EEF Guide to Supporting School Planning – A Tiered Approach to 2020-21 ‘Intervention sessions (live lessons) require effective implementation, ensuring sessions are explicitly linked to the content of daily lessons and that effective feedback structures are in place’.</p> | <p>confident and are effective at delivering live remote lessons.</p> <p>Agreed online lesson structure for live remote lessons. Students follow their normal full timetable remotely during lockdown/self-isolation.</p> <p>Frequent quality assurance of live lessons to ensure consistent high quality offer.</p> <p>Daily completion of the student engagement/attendance.</p> | | <p>85% of students who have to access remote learning during lockdown or self-isolation attend remote/ hybrid lessons.</p> <p>Parent feedback questionnaire on remote learning provision is positive.</p> <p>Continued development of skills and resources to ensure that students who may have to miss face to face lessons in future have a better experience.</p> |
| <p>Quality First Teaching CPD</p> <p>Deliver highly effective CPD to increase the quality of the teaching profile across the school.</p> | <p>Quality first teaching in the classroom has the biggest impact on accelerating progress in students and closing gaps in learning. It is essential that our CPD offer is highly effective.</p> | <p>EEF – The EEF Guide to Supporting School Planning – A Tiered Approach to 2020-21 ‘We know from the best available evidence that the most powerful tool we have to combat educational inequality is to support great teaching in every classroom’. The EEF report 2018 ‘Closing the attainment gap’ highlights ‘What happens in the classroom makes</p> | <p>High quality CPD mapped out for all staff.</p> <p>Create and resource teacher CPD to model exemplary practice for all teachers. Staff split into specific groups based on role and experience of teaching to personalise CPD and increase impact.</p> | <p>TBC – Coaching costs to be factored in.</p> | <p>High quality, carefully sequenced CPD programmes for staff and support staff of all career levels.</p> <p>High levels of staff engagement in CPD and positive staff feedback.</p> |



| | | | | | |
|--|---|--|--|----|--|
| | | the biggest difference: improving teaching quality generally leads to greater improvements at lower cost than structural changes. There is particularly good evidence around the potential impact of teacher professional development’ | <p>Continue to develop specific resources that relate to the lesson rubric.</p> <p>Introduce a new externally sourced coaching programme so that staff can develop regardless of career stage and have the greatest impact on learning.</p> | | |
| Early Career Teachers To support early career teachers to catch up on lost time from their training or NQT year due to lockdown. | Early career teachers have lost time from their training or NQT year due to lockdown, it is important to provide additional CPD to address this loss in training. | EEF - Effective use of the pupil premium, November 2019 ‘Teaching should be the top priority, including professional development, training and support for early career teachers and recruitment and retention’. EEF – The EEF Guide to Supporting School Planning – A Tiered Approach to 2020-21 ‘We must ensure that every teacher is supported and prepared for the new year’. | <p>All staff have a dedicated staff mentor with whom they meet with regularly to discuss personal development targets.</p> <p>Bespoke CPD for early careers teachers with specific pathways to ensure accelerated progress.</p> <p>Regular learning walks with CLs/SLT to give early career teachers opportunities to observe good practice and reflect.</p> | £0 | <p>Early career teachers have confidence in the classroom and feel able to cope with the demands of face-to-face lessons as well as the remote teaching of students.</p> <p>Positive feedback from early careers teachers about CPD support Retention of early careers staff at end of year.</p> |
| Knowledge/ Very Important Points (VIP) Implement regular knowledge ‘VIP tests’ | VIP tests will be implemented into all curriculum areas so | EEF - Covid-19 support guide for schools, Sept 2020 | VIPS are a feature of all curriculum schemes of learning. | £0 | Well informed staff who know which knowledge to |



| | | | | | |
|--|---|---|--|----------------------|---|
| | that fundamental knowledge is reviewed, learned and gaps in knowledge identified, revised and retested. | ‘Subject specific assessments might be used to identify particular areas where pupils have forgotten or misunderstood key concepts, to ensure that new material being covered builds on secure foundations’. | Regular VIP tests as per the marking policy. Quality first teaching addresses gaps in knowledge following VIP tests. VIP questions feature in Key Pieces and mid/final term assessments. | | revisit with students and where student strengths in knowledge acquisition lie. |
| Transition (Inc. Summer Schools) Enable new year 7 students to have a highly effective transition programme. | Due to lost learning time it is important to maximise the learning in term 6 for year 6 so students have a seamless transition to secondary school and no learning time is wasted across core subjects. | EEF- Covid-19 support guide for schools, Sept 2020 ‘Planning and providing transition support, such as running dedicated transition events –either on line or face to face, as restrictions allow – is likely to be an effective way to ensure pupils start the new year ready to learn’. | Incoming year 7 students attend several transition days before the summer holidays with activities such as peer relationship building, getting to know the school environment, taster sessions of certain subjects etc. Work with PAT primary schools to produce a ‘bridging scheme of learning’ in English, maths and Science to aid a seamless curriculum from primary to secondary. Summer School for new year 7 students prior to joining in September. A | TBC – Summer Schools | Year 7 attendance September 2021 is above national. Bridging schemes of learning are in place. VIP tests, key pieces and other assessments are in line with what would be expected. |

| | | | | | |
|---|---|---|---|--|---|
| | | | balanced focus on both academic and social development. | | |
| Targeted Support | | | | | |
| One to one and small group tuition/mentoring | There is extensive evidence supporting the impact of high-quality 1:1 and small group tuition/mentoring as a catch-up strategy. | <p>The EEF states that this is more effective when directly targeted at students' needs and therefore these sessions will be based upon the key areas of focus for identified individual students. (EEF 2021)</p> <p>The EEF also states that the smaller the group size the better, with one-to one being the most effective, however recommends two and three to one as a better use of funding (EEF 2021).</p> <p>The Sutton Trust Teaching and Learning Toolkit suggests this can increase progress by 5+ months</p> <p>Some studies have shown that high quality small group tuition can increase progress by 8+ months (EEF 2021) which is why a large proportion of catch-up and other funding has been allocated to this strategy.</p> | <p><u>KS3</u> <u>National Tuition Service</u></p> <p>Years 8 and 9 in small groups of 3. Prioritise Maths and English for 18 students who are underachieving against target in each year group. To be rolled out to other students and year groups based upon assessment of impact of intervention.</p> <p><u>KS4</u> <u>National Tuition Service</u></p> <p>Year 10 in small groups of 3. Prioritise Maths and English for 18 students who are underachieving against target. To be rolled out to other students based upon assessment of impact of intervention with this supplier.</p> | <p>15 hours per pupil face to face tuition in groups of 3 £49 per session Number of pupils = 54 6 sessions /week for 8, 9 and 10.</p> <p>Total for phase 1 starting April 2021 = £13,230</p> <p>Total for phase 2 starting September 2021 (all year groups) = £22050</p> | <p>KS3 – Progress for students based upon internal testing and data drops.</p> <p>KS4 Internal standardised assessments show improvements between data drops. Overall outcome at end of Year 11 shows students achieve at least target grades leading to an overall P8 of 0+ in English and Maths and potentially other subjects as the different phases roll out.</p> <p>For both KS3 and 4 this is for English and Maths.</p> |



| | | | | | |
|---------------------------|--|--|--|---|---|
| | | Face-to-face sessions will be more effective for disadvantaged students than online learning. “There is strong evidence that face-to-face tuition is a highly effective approach to help pupils catch up” (EEF 2021) | After the first cohort goes through this will then be repeated with a second cohort in phase 2 in September with the potential if outcomes are improved to then have a third phase (paid for this year) which goes into the following academic year, which will enable all disadvantaged students to access tutoring. This will include Year 7 and 11 in the first term. | Phase 3 (repeat of phases 1 and 2 with Year 11 only tutored for first part of year) =17640 Total for National Tutoring = £52920 | |
| MMU Online tuition | Students will benefit from small group online tuition from subject specialists in a wide range of subjects, as they will have the opportunity to ask more direct questions and receive more bespoke intervention. This allows non-disadvantaged | A study by the EEF, Sutton Trust and Nesta found that “Nine in ten children say tutoring helps them feel more confident with their schoolwork. Children say what they particularly like about tutoring is the one-to-one support for issues they are struggling with, the reduced fear of peer judgment and the flexibility to learn at their own pace”. (EEF, 2021) | Students will access online ‘live’ tuition in specially equipped computer rooms. Lessons will be in English, Maths, History, Geography, MFL, Social Science and Science for: 53 x Year 8 59 x Year 9 84 x Year 10 | MMU tutors = £0 Headsets and webcams for C1 and C2 = £5000 Classroom management software = £2000 | Students will gain a more in depth knowledge of their subject and will be able to access high quality education for the work which they did not access due to school closure. This will result in accelerated progress in these subjects as evidenced in Key Piece assessments. |

| | | | | | |
|--|---|--|---|---|--|
| | students to also access external catch-up tuition not provided by the National Tutoring Service. | | | Total Cost of MMU online tuition = £7000 | |
| Holiday catch-up sessions and Sunday online tutoring support with TKS staff | There is extensive evidence supporting the impact of high-quality 1:1 and small group tuition/mentoring as a catch-up strategy. | <p>Students will benefit from extra contact with familiar staff with the additional advantages of supportive relationships and is easily linked to learning taking place within the classroom which is an important element of intervention according to the EEF (2021)</p> <p>“Though necessitated by Covid-19 disruption, focusing on high-quality remote learning will always be valuable for pupils. Planning for a well implemented remote learning strategy can be effectively combined with revisiting homework policies and related approaches to fostering independent learning” (EEF 2021)</p> | <p>Easter Holidays and May half term:</p> <p>All subjects represented for and students will be invited in during these weeks to ensure they achieve the highest outcomes and catch-up on any missed work though lockdown and/or self -isolation since term began.</p> <p>This will have a timetable with sessions offering a variety of online and in person tuition lasting from 1 hour up to 1 day.</p> <p>For Sunday Catch-up: Students will be taught by English and Maths specialists for 45-minute sessions in topics identified by the Maths and English</p> | <p>3-hour sessions = £82.50/ staff member</p> <p>Average 20 sessions per holiday = £82.50 x 20 = £1650</p> <p>2 holidays = £3300</p> <p>Total spend on holiday provision for Year 11 = £3300</p> <p>£27.50 per session to cover OOSH</p> | <p>Students achieve on or above targets in line with the School Improvement Plan.</p> <p>Students will become more skilled in the elements of the course taught in English and Maths sessions which will be monitored through Key Piece assessments leading to increased outcomes at the end of Year 11.</p> |



| | | | | | |
|--|--|--|---|--|--|
| | | | <p>department through the catch-up audit.</p> <p>These sessions will run through the Google Classroom Meeting function to allow for the sharing of resources and online security offered by this platform</p> | <p>payments for staff.</p> <p>Two English teachers delivering for 15 sessions = £825</p> <p>2 Maths teachers per week delivering for 15 sessions = £825</p> <p>Total cost of online Sunday tutoring = £1650</p> <p>Total cost of additional tutoring by TKS Staff: £4950</p> | |
|--|--|--|---|--|--|



| | | | | | |
|---|---|---|---|---|---|
| <p>Catch-up days for practical/vocational subjects</p> | <p>Students have been unable to complete work in practical subjects during lockdown due to a lack of resources at home. This has impacted most in Art and IT where students did not have access to database software and the Art media required. This has led to students not completing coursework to a standard required and in most cases coursework /artwork portfolios have not been completed.</p> <p>Evidence from the pilot visits to schools between 29th September -23rd October 2020 showed secondary schools have identified gaps in practical subjects: PE, Design and</p> | <p>Evidence from the pilot visits to schools between 29th September -23rd October 2020 showed secondary schools have identified gaps in practical subjects: PE, Design and Technology and Music and Pupils had fallen particularly behind in MFL (Ofsted 2020)</p> | <p>Utilise time in school when subjects are already disrupted to undertake practical work such as the mock examination week.</p> <p>Students in Year 10 will be use the mock examination weeks to spend the whole day off timetable with their usual member of staff for the whole day to ensure the practical elements of courses are partially completed and are more in line with current expectation of where they should be at this point.</p> <p>Year 11 catch-up to be carried out virtually. Access to software given to enable catch-up. Some additional catch-up will also be available during exams week and in the two weeks after.</p> | <p>Cost of cover= approx. £300 per day for member of staff.</p> <p>3x members of staff for two days = £1800</p> <p>Software licences for students to access work at home = £1000</p> <p>Total cost = £2800</p> | <p>The Open subjects will have higher outcomes than predicted after lockdown with students in Year 11 meeting targets as detailed in the school improvement plan and Year 10 on track to complete work.</p> |
|---|---|---|---|---|---|



| | | | | | |
|---|--|--|--|---|---|
| | Technology and Music and Pupils had fallen particularly behind in MFL (Ofsted 2020) | | | | |
| Additional Subject Specific Tuition in MFL | Some subjects have been identified as requiring more catch-up intervention than others through the A & I process. MFL was a particular cause for concern due to the limited potential to speak in French and Spanish and writing being less available for practice online due to limited access to foreign language keyboards which provide accents and accurate grammar notation. | Evidence from the pilot visits to schools between 29 th September -23 rd October 2020 showed secondary schools have identified pupils had fallen particularly behind in MFL (Ofsted 2020) | An MFL subject specialist will be brought into school to provide specialist language provision to KS4 students to allow them to fill in gaps in knowledge with high quality teaching and learning. | Cost of MFL teacher : £330 per week Number of Weeks: 11 Total cost of MFL provision: £3630 | Higher outcomes in Key Stage 4 in MFL. Progress from expected outcomes from most previous data collection points throughout the year. |
| Mental Health Support | Many students are struggling to access education due to anxiety over the health of themselves and close | According to Young Minds (2020) , 69% of surveyed students have described their mental health as poor since returning to school in September. | Specialist mental health workers to work with small groups of students and individuals as appropriate. Supplier yet to be sourced. | Approx. £1000 | Improved attendance in school. Fewer behaviour points and inclusions/exclusion for identified students. |



| | | | | | |
|---|---|---|---|--|---|
| | friends/family and increased time at home and sporadic attendance due to self-isolation. | | | | Increased engagement leading to improved outcomes measured by key pieces and external assessment. Improvements in student wellbeing. |
| Achieve Sessions for Year 11 And Year 10 | <p>All students in Year 11 are accessing Achieve sessions 4 nights a week until 4.05 with King's staff and where possible with their usual class teacher.</p> <p>Year 10 will also receive Achieve in the last 3 terms of the academic year</p> | <p>Face-to-face teaching with students' usual member of staff is important as 'Supportive relationships with teachers are believed to foster students' engagement in learning activities and progress in academic achievement' (Hughes, Luo, Kwok, & Loyd, 2008; Ladd, Birch, & Buhs, 1999).</p> <p>Students can make up two additional months progress per year through extended school time – especially before and after school programmes according to the EEF (2020).</p> <p>For this reason, all students in Year 11 are accessing Achieve sessions 4 nights a week until 4.05 with King's staff and where possible with their usual class teacher.</p> <p>Year 10 will also receive Achieve in the last 3 terms of the academic year.</p> | <p>All Year 11 students except for those on Alternative Timetables will access Achieve Sessions Tuesday to Friday evening:</p> <p>Sessions follow a usual lesson format based on work required for students to catch-up, except for vocational subjects who are based in the Year 11 IT rooms to allow them to catch-up on coursework which could not be completed due to school closure.</p> | <p>Cost of staffing = £0 No additional cost as within staff directed time hours.</p> | <p>Increased outcomes in 2021 based upon targets and data drops taken throughout the academic year.</p> |



| | | | | | |
|--|---|---|---|---------------|--|
| Reducing class size Additional group added in year 11 to reduce class size for lower ability students. | Low ability DP students were the least engaged with learning over lockdown, by reducing class sizes it will allow teachers to increase the amount of high quality feedback and 1:1 feedback learners receive to close gaps in learning. | 'Reducing class size appears to result in around three months' additional progress for pupils, on average.' EEF (2020) | Redefine set groups so that targeted students are in classes which are reduced in size. This will be implemented for half a year to support with catch-up. | TBC | Increased number of teaching groups. Students achieve on or above targets in line with school improvement plan. |
| TOTAL PROJECTED COST | | | | £87125 | |
| TOTAL BUDGET | | | | £82480 | |
| DEFECIT / SURPLUS | | | | -4645 | |

The deficit will be supported by PP funding especially in the case of NTP as this will allow for all PP students negatively affected academically by the Covid-19 enforced school closures to access small group tuition.