



St Bede's Catholic High School

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Coronavirus (COVID-19): catch-up funding plan

The government is providing schools with £650 million of universal catch-up premium funding for the 2020/2021 academic year. The aim of the funding is to help pupils catch up on education they have missed due to the coronavirus (COVID-19) pandemic. Schools should use this funding for specific activities to support their pupils to make up for lost teaching over the previous months. While funding has been allocated on a per-pupil or per-place basis, schools should use the amount available to them as a single total from which to prioritise support for pupils according to their needs. Schools do not need to spend the funds in the financial year beginning 1 April 2020, and may carry some or all catch-up premium funds forward to future financial years if they wish. The Education Endowment Foundation's '[School Planning Guide 2020-21](#)', may help schools to develop their plans for the premium.

Mainstream schools will receive £80 per pupil from reception to Year 11 inclusive, and special, AP and hospital schools will receive £240 for each place. This funding will be received in three instalments, the first in Autumn 2020, the second in early 2021 and the third in the 2021 Summer term. School leaders must be able to show that the funding is being used for its intended purposes, and governing boards are advised to scrutinise their school's plans for its use. The use of the funding will also be inspected by Ofsted when it resumes routine inspections. More information surrounding the catch-up premium can be found [here](#).

This plan outlines how we are going to invest our funding for the whole school, targeted support and wider areas, e.g. supporting parents – at the end there is a summary report to outline the overall goals of the spending. Each section of the plan outlines the relevant considerations for St Bede's, including actions to be taken, the aim of the intervention, how much the intervention will cost, who the lead member of staff will be and any additional comments. The plan has been completed in full and sent out to all relevant stakeholders.

Catch-up plan

School name:	St Bede's Catholic High School						
Academic year:	2020-2021						
Total number of pupils on roll:	714						
Total catch-up budget:	£57,120	First installment:	£14,280	Second installment:	£42,840	Third installment:	N/A
Date of review:	15/12/2020						

Teaching and whole-school strategies

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
Professional development to support the use of remote learning technology and strategies	<ul style="list-style-type: none"> Improved proficiency of teaching staff to use MS Teams, Class Charts Provision Map 	<ul style="list-style-type: none"> Effective blended learning for all students in particular those in examination years 	£600.00	AHO/DMO	<p>MS Teams training has enabled all staff to deliver to isolating pupils and staff members who are isolating.</p> <p>Parent voice has identified that this has largely been successful and school have worked to address issues that have arisen</p> <p>Learning walks and staff development discussions have identified that this has been a success. On the whole isolating pupils access the lesson and impact on progress has been limited as much as possible</p>
Investment in hardware and software to facilitate the	<ul style="list-style-type: none"> Laptops purchased for all Curriculum Leaders and 2nd in Department to 	<ul style="list-style-type: none"> Minimization of disruption to learning as and when students are required to self-isolate 	£17,708	DMO	<p>Curriculum Leader laptops are being used by all members of curriculum areas to support delivery to isolating pupils and when staff have been</p>

<p>delivery of the GRITTY curriculum and subject specific road maps</p>	<p>allow for teaching at home</p> <ul style="list-style-type: none"> • Microphones and Web Cameras purchased for desktop computers to allow for blended learning • CPD time utilized to review and revise road maps and adapt to all for the time spent away from school in lockdown 	<ul style="list-style-type: none"> • Delivery of lessons to home via hardware and teams to reduce teacher workload while involving all students • Recovery and continuation of the subject road maps as detailed on the school website 			<p>isolating at home.</p> <p>Classrooms are equipped for full online delivery allowing pupils isolating to access the same lessons as those that are in school.</p> <p>Learning walks and staff development discussions have identified that Road Maps are under constant review and the review, revise, restart plan is in action throughout the school.</p> <p>CPD time has allowed for more detailed departmental discussion around learning gaps and modification of teaching. There is evidence that the latest research techniques to support pupils are in place in all departments.</p> <p>Learning walks also indicate that there is a developing common language across all departments that relates to the GRITTY curriculum.</p>
<p>Crisis leadership training for established and aspiring leaders</p>	<ul style="list-style-type: none"> • Support for all staff to take a positive view on the opportunities created by the pandemic 	<ul style="list-style-type: none"> • Encouragement of a shared language and hope around the challenges faced at this current time • Bespoke CPD for staff looking to develop their confidence and interpersonal skills 	<p>£3000</p>	<p>PDE</p>	<p>Initial sessions have now taken place with Mr Povey. This has had impact for teaching staff, middle and senior leaders.</p> <p>More sessions are planned for January 2021 and the needs of staff will be reviewed periodically to allow this training to be further tailored to the needs that are emerging.</p>
<p>Total spend:</p>			<p>£21,300.00</p>		

Targeted support

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
<p>Transition support to facilitate the accurate assessment of new students and other KS3 students</p>	<ul style="list-style-type: none"> • Accurate reading and numeracy levels to be ascertained via NGRT tests and Mathematics assessments • NGRT tests to identify the current reading ages of all KS3 students, for whom there had been concerns, post lockdown. 	<ul style="list-style-type: none"> • Accurate assessments that can inform seating plans and student analysis • Subsequently, more informed case conferences to review and intervene with key students • Review and revision of strategies based upon the wider KS3 NGRT tests • Adaptation of road maps in Maths and other subjects where they maybe lost learning from key students 	<p>£1500</p>	<p>DHA/DMO (LFE)</p>	<p>NGRT, along with Mathematics and Science assessments have allowed us to create a clear picture of our Year 7 cohort.</p> <p>This has then enabled us to generate targets for all pupils, building in levels of challenge throughout.</p> <p>Mathematics and Science sets have been revised in relation to the information the assessments provided. Pupils are now in sets in line with their ability, allowing for greater personalised learning and support.</p> <p>English assessments, including NGRT have been ongoing throughout the first term of Year 7 and this has culminated in a detailed set of data that has been used to group pupils accordingly starting in January.</p> <p>NGRT has also been targeted at our Year 8 pupils, where on entry in Year 7 41 pupils were identified as not secondary ready. This has allowed a further review of learning pathways and greater personalisation in terms of support and approach both in and out of lessons. This information is being used to consider a bespoke program, starting in Year 9 for these pupils that are struggling with the rigor of the Secondary curriculum.</p> <p>Further Mathematics assessments have also allowed for the continued use of a tailored pathway for learners</p>

	<p>to be promoted via time of a Lead Practitioner</p> <ul style="list-style-type: none"> Investment of GRITTY prizes to encourage GRITTY behaviour in lessons 				
Total spend:			£29,928		

Wider strategies

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
<p>Literacy and Numeracy intervention from highly qualified teachers and support staff</p>	<ul style="list-style-type: none"> Students identified following data analysis and case conferences to be taught in targeted intervention classes 	<ul style="list-style-type: none"> Increased engagement has been evident with rapid gains for various students These gains have been seen in English, Maths, Art and MFL 	<p>£28,000</p>	<p>DHA/DMO</p>	<p>Mrs L Oates Specialist literacy teacher providing individualised, targeted support for pupils whose literacy levels need improving to allow access to the core curriculum. This support is utilised across both Key Stages.</p> <p>Mrs J Hayes Specialist numeracy support TA3, providing bespoke programmes of support and intervention to pupils across both Key Stages.</p> <p>Mrs S Waterhouse Specialist MFL support teacher, allowing GCSE and Year 9 pupils to develop their spoken language to a much greater depth, impacting on overall progress within either German or French.</p>

<p>Investment in home/school liaison staff member to support and coordinate communication with students learning from home</p>	<ul style="list-style-type: none"> • Frequent liaison with home and school via email, wellbeing calls and home visits conducted by teaching & support staff along with Cover Supervisor and Pastoral Manager 	<ul style="list-style-type: none"> • Continued strong relationships with students while they work from home 	<p>£20,000</p>	<p>DMO/DHA</p>	<p>Mrs J Bennion Regular welfare calls to all pupils who are isolating or experiencing longer term absence issues. These phone calls are working to resolve issues relating to mental health, remote learning issues and general curriculum based issues. Mrs Bennion is in close contact with all Curriculum Leaders and as such the experience of pupils who are at home is disrupted as little as possible</p> <p>Les Swan Pastoral manager – providing home/school support to a range of pupils. The pastoral support base has been used to support those pupils who have needed a more nurturing approach to accessing school in relation to COVID based and wider issues. Vulnerable pupils are supported on a daily basis and Mrs Swan is a key point of contact for coordination of support, improving communication between pupils, staff, home and school.</p> <p>Janine James As Mrs Bennion above.</p>
<p>Total spend:</p>			<p>£48,000.00</p>		

Summary report

What is the overall impact of spending?

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How will changes be communicated to parents and stakeholders?
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Final comments

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Final spend: £99,228.00
