

COVID Catch-Up Funding Strategy

1. Summary information			
School	Heckmondwike Grammar School		
Academic Year	20/21 & 21/22	Total Catch up Budget	£81,920
Total number of pupils	Y7-11 – 1021 Y12/13 - 505	Date for next internal review of this strategy	Sep 2021

The unprecedented disruption education as a result of the COVID-19 Pandemic has resulted in additional catch up funding being allocated to schools to minimise the impact of the pandemic on the education of young people. The funding is based on £80 per pupil for students in the years 7-11 and has now been released to schools in full. The funding should be used to narrow gaps in learning caused by the disruption to education, and government guidance recommends using evidence based approaches provided by the Education Endowment Foundation (EEF). The strategies can be divided into 3 distinct categories: Teaching and Whole School Strategies, targeted approaches and wider strategies.

2. Planned expenditure

Academic year

2020-21 & 2021-22

Expenditure will fall under three main categories:

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Ensure systems and structures are in place to allow full delivery of the curriculum despite disruption due to COVID-19	<p>All stakeholders are clear regarding the expectations surrounding remote teaching.</p> <p>Live lessons will ensure that the curriculum is delivered 'as close to normal' as possible.</p> <p>Systems and structures support engagement in remote learning for all pupils. Support is timely and effective where required.</p>	<p>The EEF rapid evidence assessment of remote teaching guides the structures and systems in operation to support teaching during COVID-19.</p> <p>HGS wants to maintain a depth and breadth of the 'normal' curriculum throughout the pandemic.</p> <p>Maintaining structures and routines for students will ensure that the impact of any disruption will be minimised</p>	<p>A consultation period will be undertaken with staff regarding remote teaching expectations.</p> <p>A phased implementation period will commence and supported by CPD and personalised training.</p> <p>Expectations regarding remote teaching will be shared with all stakeholders.</p> <p>Systems and structures will be implemented and staffed accordingly to support the rollout remote teaching.</p> <p>Continued training and support will be available for all staff to refine our provision.</p>	SVE	<p>Review of the consultation period to formulate action plan.</p> <p>Evaluation of provision and development at the end of the term 1.</p> <p>Review of current provision data regarding quality, engagement and workload during national lockdown.</p> <p>Weekly monitoring of engagement and response during national lockdown.</p> <p>Update: Ongoing - Equipment bought and used: Webcams = £499.80 Interactive SmartBoards = £14860 New Classroom PCs/Monitors = £20749.50 Improved Internet connectiob = £7186.07</p>
High quality CPD to support remote teaching	All staff are confident to teach high quality lessons remotely/hybrid	High quality CPD is critical in ensuring the quality of teaching remains high despite the new challenges that are posed to the school.	Ensure feedback regarding the challenges of remote teaching are collated to inform CPD activities.	SVE & KM	<p>Half termly review of provision to review quality of practice and challenges faced.</p> <p>Ensure systems allow teachers to focus on practice.</p>

	The quality of education remains high during COVID-19 disruption	<p>New way of working means that we will need to collate and share best practice in remote teaching.</p> <p>Individual support will take into account the differing levels of experience and expertise in colleagues.</p>	<p>Harness a culture of collaboration and peer support during implementation phase.</p> <p>Continues CPD through T&L meetings to continually refine and support developments</p> <p>Ensure a range of CPD opportunities for different experience and expertise.</p>		<p>Review CPD activities after each input to inform future practice</p> <p>Update: Ongoing - no absolute cost thus far.</p>
Staff development of early career teachers to ensure they 'hit the ground running'	All early career teachers have the support necessary to ensure that the quality of education remains high.	<p>A range of evidence outlined in the ECF and ITT Core Content for roll out in 2021.</p> <p>Given the disruption to training years of NQTs HGS wants to ensure they are supported to maximise their effectiveness.</p>	<p>Appointment of ECT Co-ordinator to oversee provision and teacher development.</p> <p>Implementation of a curriculum for ECT.</p> <p>High quality mentoring, feedback and support within school.</p>	SVE & NSE	<p>ECT questionnaires</p> <p>Mentor meetings</p> <p>Regular CPD opportunities every two weeks</p> <p>Establish a support mechanism and feedback opportunities from ECTs regarding provision.</p> <p>Update : Ongoing - no absolute cost thus far.</p>
Total budgeted cost					£ 39 200
ii. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Tuition for identified students in specific subjects through the National Tutoring Programme	Students with significant gaps relative to their peers are supported in catching up	A small number of students find remote learning far more challenging than being in school. For these students the gaps in understanding of key ideas must be closed rapidly to allow them to keep up with their peers	<p>Monitoring of attendance and progress reports from tuition providers</p> <p>Monitoring of progress in school assessment data</p>	RGT/SL Eng + Maths	<p>DC3</p> <p>Update: Ongoing RGT identified students from DC3 data. TLC tutoring are providing 12 sessions for 3 groups in each subjects: Eng, Ma, Ph, Bio, Chem, His & Geog across years 8, 9, 10, &</p>

					11 (from September 2021) with further groups to be added after Christmas. Cost : £21000 approx
Extended induction period and mentoring for Y12 in Sept 2021	Gaps in key skills e.g. English, maths, organisation are identified and closed rapidly	Students joining Y12 in 2021 have had two years of disruption at GCSE. Given this disruption there are likely to be gaps in knowledge and skills which are essential for success at A Level.	Identification of students with lower average points scores Baseline testing in all subjects to identify concerns Close monitoring of identified students	HLN/SJE/HoY12	First Data collection point 2021/22
Departmental strategies to address specific gaps in particular year groups	Identified gaps knowledge and skills are identified and closed	Due to extended periods of home learning there all be some topics which are uncovered as weaknesses across a whole cohort. Specific resources may be needed to support students in these areas	Subject leaders to bid for funds to procure appropriate resources or deliver specific catch-up plans. Success criteria monitored by FL and SLT link	SL/FL/DHT	DC3/DC1 2021/22 dependent of timeframe of project
Total budgeted cost					£ 30 000
iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Training of staff as mental health first aiders	Additional support available for students with EMH concerns upon return to school.	Responses to pastoral and safeguarding monitoring during lockdown and experience from return from previous lockdown.	Identification of students in need and allocation and monitoring of impact of support.	SAT/JCB	Dependent upon nature of return to school and access to MHFA training (available from Kirklees or group sessions possible from Northorpe Hall) Update: Ongoing : Staff identified by JCB – Training to begin September 2021 No costs as of yet
Community building programme for lower school students.	Following structure of 'core' MH offer on a tiered basis, students are able to access	Evidence: <ul style="list-style-type: none"> National evidence of increased mental health need 	Identification of students in need and allocation and monitoring of impact of support.	JCB/SAB/RLP	July 2021

Whole-school 'drop down' day as part of the Great Get Together	support/activities/intervention as appropriate to their need	<ul style="list-style-type: none"> No provision for transition activities for current year 7 and limited for current year 8. <p>Rationale</p> <ul style="list-style-type: none"> Supporting good study and learning habits earlier in school and identifying issues will mean less intervention should be needed later in school 	<p>Establish team responsible for planning and executing provision</p> <p>Survey and follow-up sessions</p>		Ongoing : to be organised in 2021-2022 school year – no costs incurred yet.
Total budgeted cost					£ 10,000