Covid-19 Catch-up Strategy - Academic Year 2020-21

Executive Summary of Provision

Compass School Southwark has been awarded £30000 to facilitate rapid catch-up interventions for those students whose academic career has been most affected by Covid-19 lockdowns and disruption. This funding will mainly be used to improve progress and outcomes for students in Year 8 who were already identified as needing catch-up interventions before Covid-19 and those students in Year 7 who are performing significantly below expected levels although some initiatives will target other affected groups. Some funding will be allocated to other groups of students deemed eligible based on the impact Covid-19 has had on their academic progress.

Catch-Up Funding Priorities:

-Identifying the gaps in learning for all students so that students are allocated to the correct intervention wave/strategy.

-Identify and address other barriers to learning for target students.

-Improving access to online learning for all students to improve the quality of home learning and to mitigate against the impact of any further lockdowns or absences.

-Delivering a programme of sustainable, tailored interventions for all students.

Additional Information:

Y8 Catch-Up students – Students in Year 8 identified as requiring catch-up in Numeracy and Literacy. These students are identified as catch-up students if their Standardised Score in KS2 is below average (100) in either English or Maths.

Y7 Catch-Up students – In the absence of KS2 SATS data, students in Year 7 will be assessed using CAT4 Tests and Progress Tests in English, Maths and Science. Students with a standardised score of less than 100 in these subjects will be included in this group. The level of intervention will be based on individual performance in these external tests and teacher judgements.

GL CAT4 Test – Series of online tests that measure cognitive ability in verbal reasoning, quantitative reasoning, non-verbal reasoning and spatial ability. Results form a learning profile for each student with overall results compared to national averages of student performance.

GL Progress Tests – Annual subject-specific tests in English, Maths and Science. Results are compared to a national average for students completing the same tests whilst also giving individual progress markers in these subject areas.

REVIEW OF 2020-21

Intent		Implementation	Costing	Success Criteria	Evaluation
1	Identify specific cognitive strengths/weaknesses of all Key Stage 3 (KS3) students against national averages	• Purchase GL CAT4 assessment package and complete testing for all KS3 students • Schedule testing for KS3 pupils • Create and share learning profiles for target students in Year 7 and 8 with all teaching staff • Data analysis to identify target groups and curriculum areas • Subject Leads to show evidence of how their curriculum addresses cognitive needs of students	GL KS3 Testing package =£3780	Combined data to show all Catch-Up students make at least Expected progress	GL and CAT assessments were carried out to give a baseline of data comparable to national. Against a national average benchmark of 100, our cohort scored an average SAS of 90.2 which means our cohort are significantly below national average in the four cognitive ability areas tested. We can generate personalised reports for these students. A key area identified was a weakness in students' verbal reasoning. We have introduced SHAPE as a whole school intervention which will also directly impact these students. The cohort will re-sit CAT4 tests in October 2021 to identify progress made. KS3 data shows that students did not make expected progress over the course of the year due to the impact of COVID and the significant period of virtual learning. It is worth noting that HT6 assessments took place under high control conditions in school in contrast to the previous data sets that progress is compared with.

2	Identify specific gaps in expected knowledge for English, Maths and Science for students in KS3	• Purchase and test all KS3 students using GL Progress Tests in English, Maths and Science • Create and share learning profiles for target students in Year 7 and 8 with all teaching staff • Data analysis to identify target groups and curriculum areas • Subject Leads to show evidence of how their curriculum addresses cognitive needs of students	Part of spend stated in Row 1	• All target students to make at least Expected progress in each subject area. • 75% of students to make Higher than Expected Progress or Much Higher than Expected.	Assessment data shows that progress was not made across the board in each subject area. This would be due to an extended period of teaching online due to Covid restrictions. As above, HT6 assessments took place under high control conditions in school in contrast to the previous data sets that progress is compared with.
3	To use the RAP cycle to support Subject Leads in planning subject-level catch-up programmes/ interventions (in lesson and out of lesson	• Internal Summative Assessments completed and moderated • Data analysis meeting to cross reference external progress data with school summative assessment data • Intervention Plan is utilised for KS3 as well as KS4 with a focus on catch-up required. • To plan intervention programme with Core subject leads / Pastoral team / Inclusion team • Line Managers to plan intervention programmes for target students with subject leads • Intervention programmes centrally collated to allow for easy access/evaluation	N/A	• All Catch-Up target students shown to make progress between Summative Assessment 1 and Summative Assessment 2 • Subject Leads able to evidence the impact of each intervention using formative/summative data	The system for allocating Teacher Assessed Grades meant that once students were on site, focus was on collecting evidence for a student's grade. The focus was supporting students to provide this evidence for TAGs, therefore subject leads are unable to evidence their interventions as they did not take place in the way we planned at the beginning of the year. For English catch up target students Y11 results between assessments 1 and 2 show that: 64% of students improved by 1 or more grade, 18% by 2 grades. As for English above, Maths between assessment 1 and 2 catch up students: 81% made progress of 1 grade or more, 45% 2 grade or more.

| 4 | To track target groups and the impact of required interventions | • Purchase and implement Dynamic Progress Reporting (DPR)
• Target groups identified on programme with success criteria for intervention set
• All teaching staff trained on the use of DPR
• All intervention programmes require a clear set of success criteria/learning outcomes
• Progress of students monitored and updated by staff in real time
• Timescales agreed between intervention leads and SLT/Line Managers for monitoring and evaluating specific intervention programmes
• Students not making additional progress through intervention programmes to be reviewed on an ongoing basis | Annual subscription £2999 | • All students entered for intervention programmes are shown to make rapid progress between each term's evaluation point. Represented by a positive progress score (dependent upon the number of criteria) between each review point. | Intervention programmes did not run in the way envisaged. We had not appreciated the scale of setting and aligning our curriculum with DPR.
The curriculum is now set-up on this programme.
Teachers have been trained and have implemented the programme in all subject areas.
All staff can now see and update personalised objectives for catch-up students.
Specific targets for academic mentoring groups to be confirmed and uploaded in HT1 21-22 academic year.
Y10 Key Skill Pupil – P8 Autumn –1.81/P8 Summer –1.44 (+0.37 improvement)

Y11 Key Skills – P8 Autumn –0.78/P8 Summer = +0.49 (+0.29 improvement) |

| 5 | To improve access to home learning through the provision of laptops to target PP students | • Use target group data to identify Year 7 and Year 8 PP/catch-up students and provide laptop for home learning
• Target groups identified and cross-referenced with PP data
• Laptops provided
• Student engagement data tracked if we enter lockdown period | 15 laptops 250 each

Total = £3750 | • SHMHW data to show regular engagement with home learning for all target students
• Tracking of Homework detentions on a fortnightly basis by HOY shows 95% of students with laptops completing all required homework
• In case of lockdown, engagement data shows 80% of students with school laptops maintain positive engagement with virtual school | Laptops ensured that all students were able to take part in online learning and engage with the school community. Engagement data did not track homework as homework was issued through One Note and Teams.
Lap tops were allocated so that all PP students had one along with the means to access wifi. Over all engagement with virtual school was over >80% and there was a 93% parent satisfaction with our online learning provision. |

| 6 | To provide one-to-one/small group intervention sessions in English and Maths | • Employing Catch Up tutors through Teach First programme
• Register with relevant Teach First programme
• Teaching space created to deliver small group interventions
• Curriculum created based on needs identified in summative assessments and GL CAT4 Tests/Progress Tests | Annual salary £25000 Employed for part of academic year =£10000x2 | • Fortnightly progress updates against identified success criteria for curriculum programme using DPR show positive progress from all students in at least one criteria every fortnight | Maths & science tutors employed using catch up funding. A maths and science tutor worked on site during the lockdown with Key worker and vulnerable students. Others worked on line. English academic mentor employed. The tutoring was designed around internal progress data. The board room was used as a location for small group interventions.
Students attended regularly; reports were provided on each student at the end of each round of tutoring. These were passed onto Subject leads to monitor progress.
For English catch up target students Y11 results between Mock1 and 2 show that:
64% of students improved by 1 or more grade,
18% by 2 grades.
Maths between Mock 1 and 2 catch up students:
 81% made progress of 1 grade or more,
45% 2 grade or more.
DPR – Please see section 4
To be continued into 2021-20 |

| 7 | To provide academic support and alternative curriculum opportunities for catch-up students who require intensive support to access the core academic curriculum | • Provide tailored Key Skills curriculum for identified students
• Key progress criteria identified and uploaded to DPR
• Target students identified in each year group
• Half-termly reflection/planning meeting with Key Skills Teachers | £10000 | • Fortnightly progress updates against identified success criteria for curriculum programme show all students making progress against at least one objective every two weeks | Reports provided by online key skills tutors show consistent attendance results in closing gaps.
Y11KS – P8 Autumn –0.78/P8 Summer = +0.49
(+0.29 improvement)
+0.16 Eng, +0.37 Ma.
However, not all students attended the on-line sessions so no progress made.
Personalised objectives were set for Year 11 Key Skills English students with 80% of students making good progress (at least one judgement change) against their objectives through the programme.
Tailored curriculum followed the GCSE curriculum for core subjects and was delivered by subject specialists.
Y10 KS – P8 Autumn –1.81/P8 Summer –1.44
(+0.37 improvement)

Y11KS – P8 Autumn –0.78/P8 Summer = +0.49
(+0.29 improvement) |

| 8 | To provide one-to-one/small group intervention sessions to improve Literacy and language acquisition | • Purchase Lexia and implement Lexia sessions during LFT for target students
• Teaching space created to deliver small group interventions
• Increase ICT provision to facilitate Lexia sessions
• Target Lexia students to be identified with cohort reviewed every calendared data drop
• Half-termly progress reports created and analysed | £2000 | • All students shown to make expected or more than expected progress (evaluative language taken from Lexia)
• GL CAT4 test/PTE demonstrate expected or higher improvement in academic progress – especially in the reading comprehension component of these tests | Teaching space created Staffing constraints meant programme was not effective and the return to lockdown made the programme unviable. Once the licenses lapsed, we applied this money to the Bedrock Literacy programme for all students which delivers personalised vocabulary teaching of Level 2 vocabulary. GL/CAT4 tests to be re-sat in October 21 but it is unlikely Lexia would play a significant role in any progress made. |
| 9 | To provide home-learning intervention sessions to improve Literacy and language acquisition | • Purchase IXL licences and set course of home learning to address needs of students
• Each child with IXL licence given a differentiated programme of home learning based on data analysis
• Identify target group requiring intervention
• Fortnightly progress checks against mastery of identified academic areas
• Individual programmes evaluated and amended on termly basis | £360 | • All students taking part on programme to demonstrate 100% mastery of each target area
• Fortnightly updates offer real-time progress against identified criteria | Licences purchased Students given differentiated programme of home learning Weekly updates used by teachers to amend targets and check progress/intervene Students did not demonstrate 100% mastery of all skills attempted as many students practised skills during lockdown that were not part of their plan and therefore did not continue to practice. The programme did result in students answering over 12000 questions and practising for over 45 hours meaning engagement was high and sustained. |

10	Increase provision for catch-up students to complete work independently in a supervised setting	• Increase staffing in Library to facilitate independent learning space for students • SQU to staff set independent learning slots • Sessions timetabled and communicated to students • Review of health and safety protocols to ensure adherence to risk assessment	£0	• SHMHW data to show regular engagement with home learning for all target students • Tracking of Homework detentions on a fortnightly basis by HOY to ensure completion of all home learning by all target students	Plans for the library to be set up as a homework space were made before the lockdown took place. COVID restrictions made the use of this space challenging in the way intended.
11	Improve access for targeted catch-up students to high-quality reading opportunities	• Purchase reading books for year group reader opportunities • Provision of small-scale reading interventions in Library • SQU/Heads of Year to identify reading material for purchase for year group readers • Reading intervention groups identified • SQU to timetable and run small-scale reading interventions using Library space	£600	• New Group Reading Tests show 95% of Catch-Up students make more than expected levels of progress between testing points • GL CAT4 test/PTE demonstrate expected or higher than expected improvement in academic progress – especially in the reading comprehension component of these tests	Change in the year to introduce Accelerated Reader means these did not take place until September 21-22. All reading ages are to be added to DPR for teachers by October 21 and compared to students below average from CAT4 tests. Year group readers bought, distributed and embedded during LFTs Library lessons including one-to-one interventions for struggling readers embedded and continued into 21-22

| 12 | Increase curriculum time in humanities and languages for Year 10/11 students. | • Additional humanities lesson – 55mins per week – Additional Languages lessons - 55 mins.
• Language provision increased from 2 classes to 4 at Year 11
• Split two classes into 4 to allow for more focused teaching at Foundation and Higher levels
• NTO appointed to MFL department
• 4th lesson used for supported interleaved revision online using forms created by the Head of History as well as within class grouping and 1:1 IP feedback and support with exam practice
• Summative assessment data analysed following school assessment calendar
• Outcomes assessed and compared to previous outcomes to evaluate success | | • Student voice to demonstrate positive impact of additional lessons (based on feelings around progress/performance/teaching opportunities compared to previous year)
• Summative data shows improvement in P8/Attainment scores compared to previous year groups | Ebacc average point score for:
Compass 2021= 4.38
National 2019= 3.8
Compass 2019= 4.07
Therefore, the additional lessons did have an impact.
2021
Ebacc grade 4+ 35% (nat 24%) grade 5+ 15% (nat 17%).
2019
Ebacc grade 4+ 25% (nat 24%) grade 5+ 7% (nat 17%).
The extra resources in this area have had a positive impact on student outcomes and progress. |

| 13 | Increase teaching provision in Maths and Science to allow for tiered approach to teaching in Y11 | • 4 year 11 classes Science – 4 classes in Maths
• Comparison of mock exam data – November 2020/February 2021
• RAP cycle used to identify successes and to formulate relevant interventions | | • Formative and summative data to show an improvement in outcomes and progress in both subject areas compared to previous cohorts
• Subject Leads able to demonstrate impact of additional classes on outcomes in each subject | The continued positive trajectory in our P8 measure for the whole cohort of +0.57

The increase in science and maths attainment and progress on previous years show impact.

Science

2021 +0.76, 4+75%, 5+48%

2019 –0.09, 4+ 65%, 5+ 47%

Maths

2021 +0.75. 4+68%, 5+ 53%

2019 –0.35 4+ 64%, 5+36%

Maintenance of English and Maths passes at Grade 4+ despite this being a weaker cohort |

| 14 | To identify and provide appropriate academic mentoring opportunities | • Use of GL PASS (attitudes to learning) surveys for target students to identify potential barriers to learning
• Implement appropriate mentoring strategies based on findings.
• Cross reference GL data with pastoral/academic data to identify target groups
• Pastoral team trained in how to evaluate PASS data to identify relevant interventions
• Barriers to learning communicated to relevant stakeholders
• Use data to implement appropriate intervention strategies (success measures will be unique to intervention). | Part of spend stated in Row 1 | • Evaluation PASS surveys show improvement against relevant criteria (specific to intervention/student) for all students identified and entered for intervention programme
• Cross referencing of academic progress of students against stated mentoring intervention aims show improvement against key learning criteria from DPR | The PASS data allowed staff to highlight students who had not been brought to our attention based on how they evaluated themselves at the end of lock down.
This data was used to provide mentoring programmes for including Strengthening Minds, Future Men and Milk and Honey.
A group of year 8 girls also participated in a BAME Oxford University programme.
Our biggest finding was a severe lack of confidence in 'self-regard as a learner' with only 60% students seeing this as a strength. KS3 girls were significantly below this figure.
Due to the whole-school nature of this issue, the T&L framework was refined to focus on live-marking and independent learning opportunities to build resilience.
Middle leaders made aware and data shared. Strategies for students were discussed and shared.
Re-testing of PASS to be completed October 2021 (first edition completed March 21) |

| 15 | To promote health and well-being for KS4 pupils through increased opportunity for practical sport | • All Y11 students given opportunity to select a physical PE option
• Additional hour timetabled and staffed for extension of physical PE lessons
• Collate programme of opportunities
• All Y11 students to receive at least double the amount of physical PE previously offered
• Range of physical PE opportunities provided to meet needs of students
• Provision reviewed each half term to identify further opportunities to promote good mental and physical health | £10000 | • Student voice/reflection activities demonstrate improvement across cohort in mental wellbeing and attitudes towards physical PE | All Year 11 students given a timetabled practical PE session. All students participated in at least one activity from a range of sports from 'Pound', Ballers' Football, boxing, table tennis and basketball. |