

# Covid-19 Catch-up Strategy - Academic Year 2021-22



## **Executive Summary:**

Compass School Southwark has been awarded £33,568 to facilitate rapid catch-up interventions for those students whose learning 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:**

1. Identifying the gaps in learning for all students so that students are allocated to the correct intervention wave/strategy.
2. Identify and address other barriers to learning for target students.
3. Improving access to online learning for all students to improve the quality of home learning and to mitigate against the impact of further lockdowns or absences.
4. Delivering a programme of sustainable, tailored interventions for all students.

## **Additional Information:**

**Year 8 Catch-Up students** – In the absence of KS2 SATS data, students in Year 8 have been assessed using CAT4 Tests and Progress Tests in English, Maths and Science. The level of intervention will be based on individual performance in these external tests and teacher judgements.

**Year 7 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.

Intent		Implementation	Costing	Success Criteria	Evaluation
1	Identify specific cognitive strengths/weaknesses of all Key Stage 3 (KS3) students against national averages	<ul style="list-style-type: none"> <li>GL CAT4 assessment timetabled and complete testing for all KS3 students</li> <li>Data analysis to identify target groups and curriculum areas</li> <li>Create and share learning profiles for target students in with all teaching staff</li> <li>Subject Leads to show evidence of how their curriculum addresses cognitive needs of students</li> </ul>	GL KS3 Testing package =£3780	<ul style="list-style-type: none"> <li>KS3 intervention groups identified</li> <li>Learning profiles shared with staff</li> <li>Focus group set up to monitor progress across the curriculum</li> <li>75% of focus group make expected progress</li> </ul>	
2	Identify specific gaps in expected knowledge for English, Maths and Science for students in KS3	<ul style="list-style-type: none"> <li>Test all KS3 students using GL Progress Tests in English and Maths</li> <li>Data analysis to identify target groups and curriculum areas</li> <li>Create and share learning profiles for target students with teaching staff in the core</li> <li>Core leads to show evidence of how their curriculum addresses cognitive needs of students</li> </ul>	Part of spend stated in Row 1	<ul style="list-style-type: none"> <li>KS3 core intervention groups identified</li> <li>Learning profiles shared with staff</li> <li>Focus group set up to monitor progress across the curriculum</li> <li>75% of focus group make greater than expected progress in end of year GL Progress Tests</li> </ul>	

3	To use the RAP cycle to support Subject Leads in planning subject-level catch-up programmes/ interventions (in lesson and out of lesson)	<ul style="list-style-type: none"> <li>• Internal Summative Assessments completed and moderated</li> <li>• Data analysis meeting (Data squad) to cross reference external progress data with school summative assessment data</li> <li>• Intervention Plan is utilised for KS3 as well as KS4 with a focus on catch-up required.</li> <li>• To plan intervention programme with Core subject leads / Pastoral team / Inclusion team</li> <li>• Line Managers to plan intervention programmes for target students with subject leads</li> <li>• Intervention programmes centrally collated to allow for easy access/evaluation</li> </ul>	N/A	<ul style="list-style-type: none"> <li>• All Catch-Up target students shown to make progress between Summative Assessment 1 and Summative Assessment 2</li> <li>• Subject Leads able to evidence the impact of each intervention using formative/summative data</li> </ul>	
6	Employ Academic Mentors to provide one-to-one/small group intervention sessions in English and Maths	<ul style="list-style-type: none"> <li>• Employing Catch Up tutors through Teach First programme</li> <li>• Register with relevant Teach First programme</li> <li>• Teaching space created to deliver small group interventions</li> <li>• Curriculum created based on needs identified in summative assessments and GL CAT4 Tests/Progress Tests</li> <li>• Catchup tutors able to use DPR to set up target groups and record progress.</li> </ul>	Annual salary £19,000 x 2 plus on-costs (£10K after DfE subsidy)	<ul style="list-style-type: none"> <li>• Academic mentors appointed in English and Mathematics</li> <li>• 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</li> <li>• KS3 pupils catch up in Maths and English</li> <li>• KS4 pupils catch up in Maths, English and Science</li> </ul>	

7	To provide academic support and alternative curriculum opportunities for target pupils not studying a MFL	<ul style="list-style-type: none"> <li>• Provide tailored Key Skills curriculum for identified students</li> <li>• Key progress criteria identified and uploaded to DPR</li> <li>• Target students identified in each year group</li> <li>• Half-termly reflection/planning meeting with Key Skills Teachers</li> </ul>	£10,000	<ul style="list-style-type: none"> <li>• Fortnightly progress updates against identified success criteria for curriculum programme show all students making progress against at least one objective every two weeks</li> <li>• 75% of focus group make expected progress</li> </ul>	
8	To provide one-to-one/small group intervention sessions to improve Literacy and reading for target pupils	<ul style="list-style-type: none"> <li>• Implement Accelerated Reader based interventions for target students</li> <li>• Implement Bedrock based interventions for target students</li> <li>• Monitor group progress across the curriculum</li> </ul>	£16,700	<ul style="list-style-type: none"> <li>• Target pupils close the gap with chronological reading age</li> </ul>	
9	Create a Homework Club for catch-up students to complete work in a supervised setting	<ul style="list-style-type: none"> <li>• Increase staffing in Library to facilitate independent learning space for students</li> <li>• Librarian to staff set independent learning slots</li> <li>• Sessions timetabled and communicated to students</li> </ul>	£0	<ul style="list-style-type: none"> <li>• Homework completion rates for target pupils &gt;80%</li> </ul>	

14	To identify and provide appropriate academic mentoring opportunities	<ul style="list-style-type: none"> <li>• Use of GL PASS (attitudes to learning) surveys for target students to identify potential barriers to learning</li> <li>• Implement appropriate mentoring strategies based on findings.</li> <li>• Cross reference GL data with pastoral/academic data to identify target groups</li> <li>• Pastoral team trained in how to evaluate PASS data to identify relevant interventions</li> <li>• Barriers to learning communicated to relevant stakeholders</li> <li>• Use data to implement appropriate intervention strategies (success measures will be unique to intervention).</li> </ul>	Part of spend stated in Row 1	<ul style="list-style-type: none"> <li>• Evaluation PASS surveys show improvement against relevant criteria (specific to intervention/student) for all students identified and entered for intervention programme</li> <li>• Cross referencing of academic progress of students against stated mentoring intervention aims show improvement against key learning criteria from DPR</li> </ul>	
15	To promote health and well-being for KS4 pupils through increased opportunity for practical sport	<ul style="list-style-type: none"> <li>• All Y11 students given opportunity to select a physical PE option</li> <li>• Additional period timetabled and staffed for extension of physical PE lessons</li> <li>• Collate programme of opportunities</li> <li>• All Y11 students to receive at least double the amount of physical PE previously offered</li> <li>• Range of physical PE opportunities provided to meet needs of students</li> <li>• Provision reviewed each half term to identify further opportunities to promote good mental and physical health</li> </ul>	£10000	<ul style="list-style-type: none"> <li>• Student voice/reflection activities demonstrate improvement across cohort in mental wellbeing and attitudes towards physical PE</li> </ul>	All Year 11 students given a timetabled practical PE session. All students participated in at least one activity

16	Residential mental health and well-being provision <ul style="list-style-type: none"> <li>• Jamie's Farm</li> <li>• Outward Bound Trust</li> </ul>	<ul style="list-style-type: none"> <li>• Behaviour mentoring and interventions to build confidence, resilience and raise aspirations.</li> </ul>		<ul style="list-style-type: none"> <li>• Students taking part have improved attendance.</li> <li>• Evaluation PASS surveys show improvement against relevant criteria (specific to intervention/student) for all students identified and entered for intervention programme</li> <li>• Cross referencing of academic progress of students against stated mentoring intervention aims show improvement against key learning criteria from DPR</li> </ul>	
17	Study Skills Training – Yr.10 and 11	<ul style="list-style-type: none"> <li>• Use of study programme to build confidence and motivation to prepare for assessments and exams</li> <li>• Encouraging independent learning</li> </ul>	1,800	<ul style="list-style-type: none"> <li>• Use of revision techniques in lessons and at home</li> <li>• Increased confidence in ability to study independently</li> <li>• Improved assessment results due to focused revision.</li> </ul>	
18	February HT and Easter Catch-Up Year 9/10 <ul style="list-style-type: none"> <li>- MfL</li> <li>- HUMs</li> <li>- ICT</li> </ul>	<ul style="list-style-type: none"> <li>• To plan intervention programme with Core subject leads / Pastoral team / Inclusion team</li> <li>• Line Managers to plan intervention programmes for target students with subject leads</li> <li>• Intervention programmes centrally collated to allow for easy access/evaluation</li> </ul>		<ul style="list-style-type: none"> <li>• Interventions timetabled and take place.</li> <li>• Progress monitored on DPR.</li> <li>• Attainment improved between Assessment point 1 and 2</li> </ul>	

19	<p>Twilight Catch Up Year 9/10</p> <ul style="list-style-type: none"> <li>- Science</li> <li>- Arts</li> </ul>	<p>Time table of twilight sessions for Compass staff or Tutors delivered</p> <p>Students' outcomes and attendance recorded.</p>		<ul style="list-style-type: none"> <li>• Interventions timetabled and take place.</li> <li>• Progress monitored on DPR.</li> <li>• Attainment improved between Assessment point 1 and 2</li> </ul>	
20	<p>Increase capacity for science practicals</p>	<ul style="list-style-type: none"> <li>• Appoint an additional technician on a PT/FTC</li> </ul>	£15K	<ul style="list-style-type: none"> <li>• Students are confident in practical work</li> <li>• Improved attainment on questions based on required practicals</li> </ul>	