



ST JAMES'

CATHOLIC HIGH SCHOOL

COVID-19 Catch up Premium Strategy

2020-21

Policy Owner	Senior Deputy Headteacher
Responsible Committee	Quality of Education Committee
Date of Adoption	September 2020
Date of Review	March 2020

St James' Mission Statement:

*To ensure everyone within our school **family** achieves their full potential,
to encourage learning and development through **faith**,
and to strive for **excellence***

Rationale:

The DFE is providing additional funding to schools to help schools to support their students to catch up for lost teaching over the previous months. Schools have the flexibility to spend their funding in the best way for their cohort and circumstances

Aims:

- To ensure all students make good progress utilising additional funding to provide academic and pastoral support



Strategy Overview:

Our catch up priorities are focused around three strands:

- Teaching
- Targeted Academic Support
- Wider Strategies

Within these strands, the core approaches are strengthening teaching and learning, ensuring any gaps are identified and addressed either through first teaching or catch up sessions. We are also focused on supporting students' mental wellbeing and preparing them for their future career path.

Our overall aims support our school value 'to educate and develop global Catholic citizens' through the drive to ensure no pupil is disadvantaged in their attainment and wellbeing due to Covid-19.

Summary Information

School	St James' Catholic High School, Cheadle Hulme
Academic Year	2020-2021
Total number of students	800
Catch up Premium Payment 1	£37427
Catch up Premium Payment 2	£26733



Planned Expenditure 2020-21

Teaching

Chosen Actions/ Approach	QA	Lead Staff	Milestones and Review
Quality 1 st teaching supported by subject specific CPD	CP/DoF/SLT	All teaching staff	Evidence of quality 1 st teaching seen in lesson drop ins and observations HT1 <input type="checkbox"/> , HT2 <input type="checkbox"/> , HT3 <input type="checkbox"/> , HT4, <input type="checkbox"/> HT5 <input type="checkbox"/> , HT6 <input type="checkbox"/> Faculty CPD time used to support subject specific CPD and subject knowledge enhancement as identified by the DoF 09/20 <input type="checkbox"/> , 10/20 <input type="checkbox"/> , 11/20 <input type="checkbox"/> , 12/20 <input type="checkbox"/> , 01/21 <input type="checkbox"/> , 02/21 <input type="checkbox"/> , 03/21 <input type="checkbox"/> , 04/21 <input type="checkbox"/> , 05/21 <input type="checkbox"/> , 06/21 <input type="checkbox"/> , 07/21 <input type="checkbox"/>
School wide CPD on supporting reading, recall and review	CP/DOF	CP/LB	CPD on reading, recall and review delivered to small group of staff representing all Faculties 09/10 <input type="checkbox"/> , 19/11 <input type="checkbox"/> Learning disseminated to all Faculties and adapted for each subject 19/11 <input type="checkbox"/> Evidence of CPD seen in lesson drop ins and observations HT1 <input type="checkbox"/> , HT2 <input type="checkbox"/> , HT3 <input type="checkbox"/> , HT4, <input type="checkbox"/> HT5 <input type="checkbox"/> , HT6 <input type="checkbox"/> Learning revisited during Faculty CPD time HT2 <input type="checkbox"/> , HT3 <input type="checkbox"/> , HT4, <input type="checkbox"/> HT5 <input type="checkbox"/> , HT6 <input type="checkbox"/>
Curriculum adaptations to address gaps and ensure knowledge rich curriculum	CP/Line Managers	DoF	Curriculums adapted to address any gaps in knowledge 09/20 <input type="checkbox"/> Progression grids created to illustrate clear learning paths 09/20 <input type="checkbox"/> Evidence of knowledge rich curriculum seen in lesson drop ins and observations HT1 <input type="checkbox"/> , HT2 <input type="checkbox"/> , HT3 <input type="checkbox"/> , HT4, <input type="checkbox"/> HT5 <input type="checkbox"/> , HT6 <input type="checkbox"/> Curriculums regularly reviewed throughout the year HT1 <input type="checkbox"/> , HT2 <input type="checkbox"/> , HT3 <input type="checkbox"/> , HT4, <input type="checkbox"/> HT5 <input type="checkbox"/> , HT6 <input type="checkbox"/>
Regular Faculty time to review recovery plans	CP/Line Managers	DoF	Recovery plans reviewed at Faculty CPD time 09/20 <input type="checkbox"/> , 10/20 <input type="checkbox"/> , 11/20 <input type="checkbox"/> , 12/20 <input type="checkbox"/> , 01/21 <input type="checkbox"/> , 02/21 <input type="checkbox"/> , 03/21 <input type="checkbox"/> , 04/21 <input type="checkbox"/> , 05/21 <input type="checkbox"/> , 06/21 <input type="checkbox"/> , 07/21 <input type="checkbox"/> Evidence of recovery plans being put in place in in lesson drop ins and observations HT1 <input type="checkbox"/> , HT2 <input type="checkbox"/> , HT3 <input type="checkbox"/> , HT4, <input type="checkbox"/> HT5 <input type="checkbox"/> , HT6 <input type="checkbox"/>
GL assessments to identify needs of Year 7 including any missed SEND	CP	CP/JG	GL assessments carried out and results shared with all staff 09/20 <input type="checkbox"/> Staff use assessment results to identify where support may be needed 10/20 <input type="checkbox"/> SENCO looks at assessment results to identify any SEND issues 10/20 <input type="checkbox"/>



			Measures put in place where SEND identified 10/20 <input type="checkbox"/>
Focused extra curriculum intervention for NEAs	CP	DR/IW	Dedicated after school sessions to allow students to catch up on any missing NEA work 10/20 <input type="checkbox"/> , 11/20 <input type="checkbox"/> , 12/20 <input type="checkbox"/> Parental contact where this is not successful 10/20 <input type="checkbox"/> , 11/20 <input type="checkbox"/> , 12/20 <input type="checkbox"/>
Enhanced use of SMHW; use to provide additional resources for topic areas including quizzes for retrieval practice	CP	DoF	AFC teachers in each Faculty to use time when not being used for cover to produce additional resources needed to address the gaps identified in subject assessments 9/20 <input type="checkbox"/> , 10/20 <input type="checkbox"/> , 11/20 <input type="checkbox"/> , 12/20 <input type="checkbox"/> , 01/21 <input type="checkbox"/> , 02/21 <input type="checkbox"/> , 03/21 <input type="checkbox"/> , 04/21 <input type="checkbox"/> , 05/21 <input type="checkbox"/> , 06/21 <input type="checkbox"/> , 07/21 <input type="checkbox"/> Students complete these as and when directed by the teacher or independently to support their learning 9/20 <input type="checkbox"/> , 10/20 <input type="checkbox"/> , 11/20 <input type="checkbox"/> , 12/20 <input type="checkbox"/> , 01/21 <input type="checkbox"/> , 02/21 <input type="checkbox"/> , 03/21 <input type="checkbox"/> , 04/21 <input type="checkbox"/> , 05/21 <input type="checkbox"/> , 06/21 <input type="checkbox"/> , 07/21 <input type="checkbox"/>
Subjects assessments based on last year's learning to identify gaps	CP/Line Managers	DoF	Assessments designed to test learning during lockdown TD1 Y11 <input type="checkbox"/> , TD2 Y11 <input type="checkbox"/> , TD3 Y11 <input type="checkbox"/> , TD1 Y7-10 <input type="checkbox"/> , TD2 Y7-10 <input type="checkbox"/> , TD3 Y7-10 <input type="checkbox"/> Gap analysis completed to identify gaps TD1 Y11 <input type="checkbox"/> , TD2 Y11 <input type="checkbox"/> , TD3 Y11 <input type="checkbox"/> , TD1 Y7-10 <input type="checkbox"/> , TD2 Y7-10 <input type="checkbox"/> , TD3 Y7-10 <input type="checkbox"/> Analysis used to provide appropriate support and adapt curriculum where needed TD1 Y11 <input type="checkbox"/> , TD2 Y11 <input type="checkbox"/> , TD3 Y11 <input type="checkbox"/> , TD1 Y7-10 <input type="checkbox"/> , TD2 Y7-10 <input type="checkbox"/> , TD3 Y7-10 <input type="checkbox"/>
Provision of staff iPads to ensure ALL groups of students isolating at home can access lessons being taught in school	CP/Line Managers	DoF	iPads ordered and ready for use TD2 <input type="checkbox"/> Staff training provided TD2 <input type="checkbox"/> Review of use and impact 12/20 <input type="checkbox"/> TD3 <input type="checkbox"/> TD4 <input type="checkbox"/> TD5 <input type="checkbox"/> TD6 <input type="checkbox"/>
Total budgeted Cost			£24,000

Targeted Academic Support

Chosen Actions/ Approach	QA	Lead Staff	Milestones and Review
Literacy and numeracy intervention for lowest attainers in Year 7 and Year 8	CP	LM/JH	Lowest attainers in Year 7 identified through CATs and Year 7 subject baseline testing 09/20 <input type="checkbox"/> Intervention (Maths TA and English HLTA) provided for those who have the largest gaps 09/20 <input type="checkbox"/> , 10/20 <input type="checkbox"/> , 11/20 <input type="checkbox"/> , 12/20 <input type="checkbox"/> Year 8 who missed out on intervention in 2019-20 to be provided with extra support as needed 09/20 <input type="checkbox"/> , 10/20 <input type="checkbox"/> , 11/20, <input type="checkbox"/> , 12/20 <input type="checkbox"/>



ST JAMES'

CATHOLIC HIGH SCHOOL

After school subject enhancement sessions for KS4	CP	Teaching staff	Staff to deliver subject enhancement sessions open to all KS4 students in all subject areas 10/20 <input type="checkbox"/> , 11/20, <input type="checkbox"/> , 12/20 <input type="checkbox"/> Direct contact made with students of concern and disadvantaged students to ensure they are accessing extra provision 10/20 <input type="checkbox"/> , 11/20, <input type="checkbox"/> , 12/20 <input type="checkbox"/>
Breakfast booster sessions for KS3	CP	Teaching staff	Staff to deliver subject enhancement sessions open to all KS3 students in all subject areas 10/20 <input type="checkbox"/> , 11/20, <input type="checkbox"/> , 12/20 <input type="checkbox"/> Direct contact made with students of concern and disadvantaged students to ensure they are accessing extra provision 10/20 <input type="checkbox"/> , 11/20, <input type="checkbox"/> , 12/20 <input type="checkbox"/>
Reading focus during form time	CP/DS	LB	Rolling out of reading focus within form time to boost students reading skills and encourage reading for pleasure 10/20 <input type="checkbox"/> , 11/20 <input type="checkbox"/> , 12/20 <input type="checkbox"/> , 01/21 <input type="checkbox"/> , 02/21 <input type="checkbox"/> , 03/21 <input type="checkbox"/> , 04/21 <input type="checkbox"/> , 05/21 <input type="checkbox"/> , 06/21 <input type="checkbox"/> , 07/21 <input type="checkbox"/> Links developed with the library to promote and encourage reading 10/20 <input type="checkbox"/> , 11/20 <input type="checkbox"/> , 12/20 <input type="checkbox"/> , 01/21 <input type="checkbox"/> , 02/21 <input type="checkbox"/> , 03/21 <input type="checkbox"/> , 04/21 <input type="checkbox"/> , 05/21 <input type="checkbox"/> , 06/21 <input type="checkbox"/> , 07/21 <input type="checkbox"/>
Weekly subject focus in form time	CP/DS	HoY	Form tutors to lead students in working on a particular subject area each work to encourage intellectual curiosity and do some wider reading around their subject areas 10/20 <input type="checkbox"/> , 11/20 <input type="checkbox"/> , 12/20 <input type="checkbox"/> , 01/21 <input type="checkbox"/> , 02/21 <input type="checkbox"/> , 03/21 <input type="checkbox"/> , 04/21 <input type="checkbox"/> , 05/21 <input type="checkbox"/> , 06/21 <input type="checkbox"/> , 07/21 <input type="checkbox"/>
Small group intervention for disadvantaged	CP	LB	Small group work to support disadvantaged learners adversely affected by COVID-19 10/20 <input type="checkbox"/> , 11/20, <input type="checkbox"/> , 12/20 <input type="checkbox"/>
Pupil progress meetings	CP/DS/SG	HoY/DoF/FT	Meetings with students and their form tutors to address concerns about any aspects of school life HT1 <input type="checkbox"/> , HT2 <input type="checkbox"/> , HT3 <input type="checkbox"/> , HT4, <input type="checkbox"/> HT5 <input type="checkbox"/> , HT6 <input type="checkbox"/> Meetings between HoY and DoF to update on pastoral and curriculum developments and focus on any priority students HT1 <input type="checkbox"/> , HT2 <input type="checkbox"/> , HT3 <input type="checkbox"/> , HT4, <input type="checkbox"/> HT5 <input type="checkbox"/> , HT6 <input type="checkbox"/>
Cover supervisors deployed as in class support	CP	JG	When not used for cover, cover supervisors to support in class as directed by the SENCO to best support the students with the greatest need 09/20 <input type="checkbox"/> , 10/20 <input type="checkbox"/> , 11/20 <input type="checkbox"/> , 12/20 <input type="checkbox"/> , 01/21 <input type="checkbox"/> , 02/21 <input type="checkbox"/> , 03/21 <input type="checkbox"/> , 04/21 <input type="checkbox"/> , 05/21 <input type="checkbox"/> , 06/21 <input type="checkbox"/> , 07/21 <input type="checkbox"/>
Total budgeted Cost			£6713

Wider Strategies

Chosen Actions/ Approach	QA	Lead Staff	Milestones and Review
Increased parental engagement	CP/SG	DS/HoY	Greater engagement of parents through the provision of more information related to catch up and how they can best



ST JAMES'

CATHOLIC HIGH SCHOOL

			support their child 10/20 <input type="checkbox"/> , 11/20 <input type="checkbox"/> , 12/20 <input type="checkbox"/> , 01/21 <input type="checkbox"/> , 02/21 <input type="checkbox"/> , 03/21 <input type="checkbox"/> , 04/21 <input type="checkbox"/> , 05/21 <input type="checkbox"/> , 06/21 <input type="checkbox"/> , 07/21 <input type="checkbox"/>
Mental health and wellbeing support	CP/SG	DS/HoY	Greater engagement of parents through the provision of more information related to catch up and how they can best support their child 10/20 <input type="checkbox"/> , 11/20 <input type="checkbox"/> , 12/20 <input type="checkbox"/> , 01/21 <input type="checkbox"/> , 02/21 <input type="checkbox"/> , 03/21 <input type="checkbox"/> , 04/21 <input type="checkbox"/> , 05/21 <input type="checkbox"/> , 06/21 <input type="checkbox"/> , 07/21 <input type="checkbox"/>
Focus on attendance	CP/SG	DS/CH	Attendance to be a key focus every form time and assembly 10/20 <input type="checkbox"/> , 11/20 <input type="checkbox"/> , 12/20 <input type="checkbox"/> , 01/21 <input type="checkbox"/> , 02/21 <input type="checkbox"/> , 03/21 <input type="checkbox"/> , 04/21 <input type="checkbox"/> , 05/21 <input type="checkbox"/> , 06/21 <input type="checkbox"/> , 07/21 <input type="checkbox"/> Attendance Officer to run attendance competitions 12/20 <input type="checkbox"/> , 04/20 <input type="checkbox"/> , 06/20 <input type="checkbox"/> Form tutors to monitor attendance and speak to students about concerns 0/20 <input type="checkbox"/> , 11/20 <input type="checkbox"/> , 12/20 <input type="checkbox"/> , 01/21 <input type="checkbox"/> , 02/21 <input type="checkbox"/> , 03/21 <input type="checkbox"/> , 04/21 <input type="checkbox"/> , 05/21 <input type="checkbox"/> , 06/21 <input type="checkbox"/> , 07/21 <input type="checkbox"/>
Y11 post 16 options focus	CP	DR	Ensure provision of high quality information for Year 11 students 10/20 <input type="checkbox"/> , 11/20 <input type="checkbox"/> , 12/20 <input type="checkbox"/> , 01/21 <input type="checkbox"/> , 02/21 <input type="checkbox"/> , 03/21 <input type="checkbox"/> , 04/21 <input type="checkbox"/> Provide opportunities for Year 11 to find out about a range of choices post 16 10/20 <input type="checkbox"/> , 11/20 <input type="checkbox"/> , 12/20 <input type="checkbox"/> , 01/21 <input type="checkbox"/> , 02/21 <input type="checkbox"/> , 03/21 <input type="checkbox"/> , 04/21 <input type="checkbox"/> Engage with GMACs to provide an online platform for students to access 10/20 <input type="checkbox"/> , 11/20 <input type="checkbox"/> , 12/20 <input type="checkbox"/> , 01/21 <input type="checkbox"/> , 02/21 <input type="checkbox"/> , 03/21 <input type="checkbox"/> , 04/21 <input type="checkbox"/>
SEND extra transition day for all years	CP	JG	SEND transition day to address post-lockdown anxieties and ensure a smooth in year transition 09/20 <input type="checkbox"/>
Early identification of pastoral support requirements	CP/SG	DS/YH/CC/HoY	Students complete return to school surveys 09/20 <input type="checkbox"/> Form tutors to read and log on concerns 09/20 <input type="checkbox"/> Form tutors to provide ongoing support to tutees 09/20 <input type="checkbox"/> HoY to maintain focus on mental wellbeing 10/20 <input type="checkbox"/> , 11/20 <input type="checkbox"/> , 12/20 <input type="checkbox"/> , 01/21 <input type="checkbox"/> , 02/21 <input type="checkbox"/> , 03/21 <input type="checkbox"/> , 04/21 <input type="checkbox"/> , 05/21 <input type="checkbox"/> , 06/21 <input type="checkbox"/> , 07/21 <input type="checkbox"/>
Staff trained in mental health 1 st aid	CP/SG	DS	Staff trained in mental health 1 st aid 09/20 <input type="checkbox"/> Form tutors know who these staff are and how they can be used 09/20 <input type="checkbox"/> Mental health 1 st aiders to provide support to students as required 09/20 <input type="checkbox"/> , 10/20 <input type="checkbox"/> , 11/20 <input type="checkbox"/> , 12/20 <input type="checkbox"/> , 01/21 <input type="checkbox"/> , 02/21 <input type="checkbox"/> , 03/21 <input type="checkbox"/> , 04/21 <input type="checkbox"/> , 05/21 <input type="checkbox"/> , 06/21 <input type="checkbox"/> , 07/21 <input type="checkbox"/>
Relaunching of Aspire Programme	CP	LB/LW	LW to relaunch Aspire programme 10/20 <input type="checkbox"/> Students have opportunities to find out more about Higher Education HT1 <input type="checkbox"/> , HT2 <input type="checkbox"/> , HT3 <input type="checkbox"/> , HT4 <input type="checkbox"/> , HT5 <input type="checkbox"/> , HT6 <input type="checkbox"/> LW to organise University visits where possible 01/21 <input type="checkbox"/>
Total budgeted Cost			£6714