

Catch-up Strategy Statement: Queen Elizabeth High School 2020-21

The government COVID-19 catch-up premium has been established to mitigate the effects of the unique disruption caused by coronavirus. The grant will only be available for the 2020-2021 academic year.

Schools should use this funding for specific activities to support pupils to catch up for lost teaching time over the previous months. To support schools to make the best use of the funding the DfE have provided [guidance](#) for schools and the EEF have published a support [guide](#).

A summary of their best practice is as follows:

Overall strategy area	Specific strategies
Teaching and whole-school strategies	<i>Supporting great teaching Pupil assessment and feedback Transition support</i>
Targeted approaches	<i>One to one and small group tuition Intervention programmes Extended school time</i>
Wider strategies	<i>Supporting parents and carers Access to technology Summer support</i>

As with all government funding, school leaders and governors must be able to account for how the money is being used. Therefore, the impact and spending strategy for this catch-up premium will be reviewed regularly throughout the 2020-2021 academic year. When Ofsted re-commence routine inspections, they will make judgements about the quality of education being provided which will include how you are using the funding to ensure the curriculum has a positive impact on all pupils.

Coronavirus (COVID-19) catch-up premium strategy outline

SCHOOL	Queen Elizabeth High School
EXECUTIVE HEADTEACHER	Mr G Atkins
AMOUNT OF COVID-19 CATCH-UP PREMIUM	£73 600 + £ 2226 (post 16 allocation)

Strategy Area	Specific strategy	Success criteria /Intended Impact	Evaluation	Cost
Quality of Teaching	Frequent low stakes testing through excellent AfL to improve pupil attainment.	Gaps identified provide feedback to support in-class intervention. Student attainment will be in-line with prior attainment. Regular data collection. Data shared regularly with CLs and teachers so that teachers are aware of individuals' progress and can plan in-class interventions. CL review meetings with SLT at end of first term.		
Quality of Teaching	Increased focus on department CPD in first half term to ensure remote learning plans are in place for partial or full closure.	Remote learning plans available online for students self-isolating or required to work at home. Students and parents know where to find resources. Remote learning plan written and shared with staff and parents. SLT monitor remote learning plans and check-in with self-isolating students.		£1 450
Quality of Teaching	Subject planning to ensure remaining time is sufficient to cover all syllabus content to be examined.	All subject teachers are informed about specification changes. KS3/4/5 curriculum plans have been reviewed because of changes to assessment arrangements for 2021. Any further changes announced will be communicated with teachers, students and parents.		£3 950

Quality of Teaching	Continue and extend use of GCSEPod – introduce to Y9 and remind Y10 and 11 students of the benefits of use for revision.	All students registered and using GCSEPod regularly for revision and to support learning. Student usage matches or is above the same point in 2020.		£5 990
Quality of Teaching	GCSEPod used to support DP students in LRC after school.	After school support sessions in LRC for DP students to engage with GCSEPod, refreshments provided.		£2 620
Quality of Teaching	Close monitoring of teaching and learning with staff development.	CLs supported with training on the Ofsted framework with a reviewed focus on curriculum. CLs more involved in the Quality of Education review process. Work scrutiny and student panels to focus on disadvantaged pupils and identifying gaps/inconsistencies.		£7 580
Targeted Academic Support	Small group tuition for Y11 targeted students in mathematics, English and science. Students to be tutored by QEHS staff. Small groups of up to six. 1-hour x 6 weeks.	Small group removal to improve mathematics, English and science in Y11, focussing on gaps in knowledge that developed during lockdown. CLs nominate students for catch-up tuition, considering pupil engagement during lockdown. Additional support for UCAS is provided to 'free-up' teachers to provide academic support.	Rationale behind the process shared with teaching staff on September training day. CLs provide suitable work and SLT will quality assure delivery. 100 Y11 students involved in wave of support.	£14 460
Targeted Academic Support	After school subject support for Y11, 12 and 13 students delivered by subject specialists.	Students at QEHS have an excellent track record in engagement in activities of this type.	Started 12 October 2020 and reviewed in November.	£30 280
Targeted Academic Support	National Tutoring Programme – where additional tuition is required; the school will make use of the approved tutor organisations.	Individual and small group tuition takes place to address any gaps in knowledge, working closely with subject teachers. Student groups reviewed following internal data rounds.	From November, students identified with targeted small group tuition planned for January to address individual gaps in knowledge.	£8 000
Targeted Academic Support	Easter and May revision days.	Targeted DP students attend revision half days during Easter holidays and May half term.		£6 280

Targeted Academic Support	Year 13 academic support. 135 students receiving additional support from subject specialist teachers. 320 hours of support in total.	Students receive regular additional subject support delivered by subject specialists targeting content delivered during school closure. Students achieving in-line with pre-lockdown levels. Grades reviewed following data rounds.		
Targeted Academic Support	Additional support for level 2 resits in English Language and maths. 6 students x 2 hours x 20 weeks	LSAs to be recruited and trained to deliver bespoke after school support for post-16 learners in English and maths. Post-16 learners supported to achieve grade 4 in English Language or maths.		£2 170
Wider Strategies	Additional settling in report for students in Year 9 with a focus on attitude to learning rather than academic achievement.	All Year 9 subject teachers complete ATL data for parents. Data shared with parents in November. Parents feel supported in the transition from Year 8 to 9. Opportunity to speak to subject teachers if there are concerns.		£8 380
Wider Strategies	Additional Year 11 report. to include an initial attitude to learning grade and an update on key changes to exam structure following Ofqual review.	September update to parents with an initial ATL grade for each subject and an update on key changes to exam structure following Ofqual review. Opportunity to speak to subject teachers if there are concerns.		£6 340
Wider Strategies	Provide laptop and wireless connection devices for all students, particularly, disadvantaged students and those identified as vulnerable.	All students have the necessary equipment to access online learning resources at home whether for homework, periods of self-isolation or local lockdown. Students self-isolating or due to school closure, will be able to access live lessons.		£3 600

Wider Strategies	Leaders track and monitor catch-up strategies closely to ensure learning gaps are addressed in the most effective and timely manner.	Quality first teaching remains the most effective strategy for closing learning gaps. SLT to monitor and evaluate the quality and impact of NTP provision.		£5 950
Wider Strategies	A new system is in place for parents' evenings in 2020/21 to ensure regular communication between home and school regarding academic performance.	SchoolCloud implemented and used to enable video meetings to take place in place of parents' evenings. Parents and teachers are able to discuss academic performance.		£4 830
Wider Strategies	Support for behaviour/mental health	Additional capacity to meet with students 1:1 or small groups to address disengagement and behaviour.		£2 190
Wider Strategies	Targeted support for Year 10 disengaging students.	4 days on a range of areas. <ul style="list-style-type: none"> • Taking responsibility for actions. • Independent working and revision. • Next steps - Trip to college / talk to next steps advisor / curriculum team. • Voluntary work in Hexham (clean up Hexham walk / Gardening initiatives with Hextol/Hexham food bank) 		£2 720
TOTAL AMOUNT SPENT				£91 220