

Fearnhill School Covid-19

Catch-up plan

School name:	Fearnhill School						
Academic year:	2021/22						
Total number of pupils on roll:	463 eligible students in years 7-11						
Total catch-up budget:	£33,920	First installment:	£8,480	Second installment:	£11,307	Third installment:	£14,133
Date of review:	01/11/2021						

Introduction

The impact of partial school closures for all groups of students nationally has been well documented. The impact has been most keenly felt by those who are disadvantaged, have SEN and/or have low prior attainment. This Catch-Up Plan outlines how Fearnhill School is using the additional funding supplied by the Department for Education to address learning gaps accumulated during the period March-September 2020, but also to mitigate against and prepare for any future partial school closures.

All aspects of educational provision at Fearnhill are informed by robust evidence where possible. This document draws on a range of guidance documents produced by the Education Endowment Foundation to inform our approach. Of course, high quality teaching remains the most effective strategy for promoting achievement for all students. However, we also recognise that the varied experiences of students during school closures make well planned one-to-one intervention especially worthwhile. We have made every effort to ensure those learners who need personalised catch-up support get the regular help they need from well trained practitioners. Finally, there are a range of wider strategies we have employed to enable students to recover and thrive as school returns to normal. This statement is broken down into three sections: Teaching and whole-school strategies, targeted support and wider strategies.

Teaching and whole-school strategies

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
Baseline testing CAT4, Progress Test in English	A nationally standardised set of diagnostic tests in place of Key Stage 2 SATs that were not sat due to lockdown	Used to support decisions about setting and identifying those students in need of further support or those who need to be stretched. Progress Test is vital for supporting students with low levels of literacy.	£3000	Head of English	Tests ensure learning takes account of students' current knowledge and skills and allows for effective evaluation of strategies used as Students will be re-tested in July.
KS3 literacy & numeracy support	Curriculum adapted between September-October 2020 to increase number of hours of literacy and numeracy to all students in Key Stage 3.	Benefits of program (using reciprocal reading and other evidence-based strategies) include improvement in reading age and basic numeracy skills, improving cumulative fluency and cultural capital across the curriculum, and also building disciplinary literacy	£3800	Deputy Headteacher, Head of English & Head of maths	
Early Career CPD	Additional mentoring and support for early career teachers.	Supporting more rapid development of early career teachers will have an impact on all students they teach.	£1000	AHT T&L, SLT, Head of English	

Transition program for Year 7	Extended transition program to effectively integrate Year 7 students and help them to embrace the values and ethos of the school	A good attitude to learning for all students, good attendance, and a low number of sanctions/exclusions	£2000	SLT, HoKS3	
Technology (visualisers, recording equipment, laptops and IT upgrades)	Remote learning and social distancing have required the school to invest in technology to support students and improvements to the internet bandwidth in school.	Higher quality learning experience for students both in school and during any periods of remote learning or self-isolation.	£3100	DHT, Digital Learning Lead & ICT Support	
Additional staff hours	Additional staffing has been required to support students with catch up across all subject areas. Support is targeted to students in exam year groups who require further intervention after school hours.	Improved examination outcomes for students in Y11&13. Closing of knowledge gaps for vulnerable students across the attainment range.	£2300	All staff	
Summer secondary writing assessment	Assessment to gather information on pupils writing levels – especially in the absence of KS2 data.	Better teaching built on knowledge of pupils' reading and writing fluency.	£250		
Y12 summer school	Year 12 introduction lessons were delivered throughout June and July to all students making the transition	Students arrived to Year 12 having already had many hours of teaching to close learning gaps and prepare for A level courses.	£3600	Head of Sixth Form	

	from Y11 into the sixth form.				
Total spend:			£19,050		

Targeted support

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
Inclusion Support Assistants	We have appointed inclusion support assistants to work with students to help them catch up and access the curriculum and to support remote learning on a one-to-one basis as required.	ISAs used evidenced-based approaches (including EEF report on use of teaching assistants) to support pupils to access curriculum. This reduces skills/knowledge gaps for students with SEN.	£4850	DHT/SENCo	Note this is not the entire cost of the ISAs but money from this budget pays for some of their hours.
Educake/Maths Watch/Exam pro	Online revision and assessment platforms for science and maths that support in school and during remote learning	There is more need than ever for high quality digital assessment tools that can be used flexibly for online learning. These tools will support student progress – especially prior to examinations.	£1720	Head of Maths/ Head of Science	

YARC Passage Reading Set (& other reading resources)	Evidenced-based small group reading strategies used to improve reading ages of students with low prior attainment in KS3	Improvement in reading age of students with lower literacy levels leading to increased attainment across the curriculum	£450	Head of English	
One-to-one literacy tutoring	Many students arrive at Fearnhill with a very low reading age. One-to-one support from trained inclusion leaders has been shown to lead to rapid improvements in literacy skills.	Development of reading and oracy skill amongst weaker pupils, along with opportunities to develop cultural capital.	£5000	Head of English	85 students in KS3 receiving 1-2-1 or 1-2-2 support
Total spend:			£12,020		

Wider strategies

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
Parents evening system	Parents evenings and tutor evenings conducted via video system	Increasing parental engagement and allowing teachers to discuss key messages and support with parents. This will be used for all year groups since in-person appointments are not possible due to Covid restrictions	£550	Assistant Head - Pastoral	

Access to textbooks & revision guides	Ensuring that all students have access to books for studying that enable them to work independently to catch up	Students having access to high quality revision materials and textbooks, along with teaching of the most effective revision strategies (meta-cognition and self-regulation) so that they can take control of their revision.	£800	DHT	
Transition videos	Transition videos for Year 7 and Year 12 helped prepare students more effectively for secondary school	Videos supported a smoother transition for students and gave parents confidence about the quality of provision and support	£500	Head	
Further Support	We have made a number of one-off purchases or interventions to support individual students in context specific ways (e.g. online subscriptions for students who need it)	The impact of these funds supports students with the specific additional support they have required.	£1000		
Total spend:			£2,850		