



Covid-19 Catch-up Grant Statement					
School	The Emmbrook School				
Year	2020/21	Total budget	£70,996	Date of plan	Sept. 2020
NOR	972	Schedule of review	Continuous (informed by tracking analysis and feedback)		

In 2020-21, the school received a Covid Catch up grant. Schools are instructed to use this funding for specific activities to support pupils to catch up for lost teaching during the Covid-19 lockdown period. Schools have the flexibility on how they spend this money. The Emmbrook School is using research published by the Education Endowment Foundation, who have published a support guide for schools, with evidence-based approaches to catch up students:

[https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19 Resources/Covid-19 support guide for schools.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19%20Resources/Covid-19%20support%20guide%20for%20schools.pdf)

Catch-up provision, including assessment of lost learning and targeted support, will be essential. However, it is unlikely that a single catch-up strategy will be sufficient to compensate for lost learning due to school closures. There is a risk that high levels of absence after schools formally reopen poses a particular risk for disadvantaged pupils. (EEF)

For the forthcoming year, The Emmbrook School has allocated a significant portion of the budget to focus upon high quality teaching and targeted academic support in English and Maths to improve the basic literacy and numeracy of the students.

Wider strategies will also be implemented to support students' well-being and to ensure that students are able to access learning remotely in the event of further closures and absences from school.

Teaching

- Curriculum plans will be modified to ensure an appropriate recovery curriculum can be delivered across the full range of subject areas and key stages.
- On-going CPD will consolidate and enhance the Teaching and Learning strategies already implemented within the school to ensure high quality teaching and learning is prioritised for both in-school learning and remote or blended learning.
- Utilise the functions of TEAMS and other effective technology across the school for T&L:
Audio / video instructional lesson support for remote / blended learning. (This can also be utilised for revision / intervention purposes.)
Use of visualizers to provide live feedback in a Covid-safe environment.
- Coaching programme to support teachers who need further development within the classroom.
- Subject specific CPD Programmes to run within departments throughout the academic year to secure subject knowledge and pedagogy (also to support non-specialists)
- Whole-school reading strategy to develop literacy across the curriculum.

Target Support

- A 3- tier intervention approach to support Y11 students in small group interventions or through 1: 1 support:

Tier 1 Intervention: Dedicated Core Intervention Teacher (En, Ma) to teach *timetabled* intervention lessons to small class sizes. These lessons will also focus on revision strategies that can be utilised across all subjects.

Tier 2 Intervention: 1:1 / small group support from a Dedicated Core Intervention Teacher (En, Ma, Sc) to teach during core PE for a dedicated number of sessions using the DTT (Diagnose – Therapy – Testing) model of intervention and testing to ensure progress in specified areas of development for each individual student is addressed.

Tier 3 Intervention: Additional teacher support in Maths and English to support in-class intervention / to enable smaller size classes, where appropriate.

- KS3 Literacy support to be delivered through a reading programme by a specialist English teacher / intervention teacher during tutor time.
- National Literacy Strategy programmes of study and support materials will be implemented within the English KS3 programme to support low attainment, in smaller class sizes.
- Y7 and Y8 students will be supported with numeracy skills through a bespoke programme of study which will build on the subject's foundation skills and which will help to bridge the gap between KS2 and KS3.
- Revision sessions (after school and during school holidays) will be provided across the curriculum areas for the Y11 and Y13 exam cohorts.

National Tutoring Programme:

Y10 students will be supported with online tutoring using providers from the National Tutoring Programme, in Maths and English. Students who have been disadvantaged during the period of lockdown and whose progress is below the standard pass rate will be prioritised for this additional support.

The sessions will run for 15 weeks from September 2021.

GCSE Pod:

The school have subscribed to an online teaching and learning resource to supplement students' independent learning at KS4 and to support any gaps in learning that may have resulted from the prolonged periods of lockdown and isolation.

As a digital tool, this will also provide additional support for any subsequent periods of self-isolation or school closures.

Wider Strategy

- Use of 'Student Support base' to provide 1:1 intervention / therapies to support students with their well-being and academic progress.
- Use of 'Pastoral Care' to provide counselling services for students with their well-being, following on from the global pandemic and school closures.
- Pastoral tutor programme to deliver tutorials to support mental health and well-being.
- IT provision for staff and students to enable effective remote / blended learning.
- Whole school development of learning and revision skills (Y7-11) using the Elevate Education Programme will be implemented in 2021-22. In addition to the student workshops, the supporting materials will be implemented within the curriculum to boost key skills that have been weakened by the school closures. Parent seminars and webinars are also included within this service.

Assessing Impact of Covid Catch Up

The effect of this expenditure on the educational attainment of those pupils at the school will be assessed using the following methods:

- Regular monitoring of student progress through internal assessment and moderation.
 - Internal data will be analysed at each assessment point and key students identified for any additional support / intervention.
 - Curriculum planning will be reviewed and modified (where necessary) in response to internal assessment data and moderation.
- 2021 Exam data for current Y11 and Y13 cohort.
- Analysis of feedback from parents and student voice in response to the quality of T&L provision (in school and remote learning)
- Quality Assurance Audit of Teaching & Learning across the school: lesson visits / observations, student voice, quality of learning in books, teacher self-assessments.
- Teacher feedback from quality of CPD provision.

Summary

Overview	Catch Up Strategy	Status
Teaching	Surplus Core teachers to enable additional intervention / smaller class sizes.	Green
	CPD provision: National College Pixl Core CPD (Ma, En, Sc)	Green
	Curriculum development Timetabled curriculum planning / development (Catch-up curriculum priorities)	Yellow
	IT Equipment to support remote / blended learning (eg/ visualisers)	Green
Target Support	Core Intervention Teacher (Ma, En, Sc)	Green
	Pixl resources: Strive for 5 and Intervention material	Green
	Revision sessions (holiday)	Yellow
	GCSE Pod resources	Green
	National Tutoring Programme (En / Ma) Y10	Yellow
Wider Strategy	Counselling service	Green
	Elevate Education skills workshops (Y7-Y11)	Green