

**GHS**

**COVID CATCH UP SPENDING PLAN**

**DUE TO THE DEVELOPING SITUATION WITH COVID-19 – THIS PLAN WILL BE ADAPTED AND UPDATED FREQUENTLY**

**OBJECTIVES:**

1. Intensively monitor and support students that are disadvantaged
2. Identify, monitor and support students who became disadvantaged as a result of the period of remote learning
3. Support students during periods of self-isolation to ensure gaps in learning do not widen or develop
4. Ensure pupils starting their journey at Golborne in year 7 have the opportunity to close gaps in literacy and numeracy
5. To ensure that disadvantaged pupils are back on track and gaps are identified in all subject areas
6. To improve attendance and participation of all disadvantaged students post lockdown

**All decisions regarding spending and catch up strategies stem from the most recent research from the EEF and Sutton Trust**

<b>Covid catch up grant allocation</b>	<p><b>£80,000 in total.</b></p> <p>£19,540 in Term 1</p> <p>£27,600 in Term 2</p> <p>£33,660 in Term 3</p>
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Objective	Action	Support and implementation	Monitoring	Lead	Cost	Impact
1,2,3	<b>PP statement updated and reviewed 10/9/2020</b>	Upload to website	Reviewed in January	RHL/NJW	£205,432	All PP students have equal access to the curriculum and wider curriculum so they progress as well as their non-pp peers
1,2,3	<b>PASS survey used to inform intervention for all teams in school</b>	<p>Students to complete PASS on a rolling programme in half term 2</p> <p><b>Yr 7 – 9 to be surveyed</b></p> <p><b>Year 10 and 11 surveyed</b></p> <p>Results analysed and student’s intervention prioritised</p> <p>Staff CPD required</p>	Students flagging as requiring intervention will retake the PASS survey in the Summer term to assess the impact	RHL	£2,500 for all student licenses	Improved attitudes to self and school in every area identified

3	<b>Digital Engagement</b>	<p>Survey designed and distributed</p> <p>Results of survey analysed and cross referenced to existing information to establish who requires equipment as a priority</p> <p>Data forms sent to all parents for free top ups</p>	<p>Students receiving hardware are prioritised based upon need</p> <p>Reviewed weekly</p>	RHL/ACS MP	<p>47 additional laptops</p> <p>£16,500 total spend</p>	<p>100% of students engage digitally with their learning</p> <p>All students receiving hardware are monitored for their engagement in all school sessions</p>
1 - 6	<b>FAST FORWARD CLUB established as a support strategy to close the gap an increase digital competency</b>	<p>Fast forward sessions run 4 times per week for identified students</p> <p>1 session to close lockdown gaps</p> <p>1 session to prevent current gaps from widening (homework support)</p>	<p>Fortnightly LM meeting with DS</p> <p>Attendance tracked on spreadsheet every night</p> <p>Research groups established on 4matrix to assess impact</p> <p>Written into LMs performance management targets</p>	RHL DS/NG/RH/DC	<p>Rewards for students</p> <p>£400</p>	<p>Removing barriers to learning</p> <p>Progress and engagement of identified students, and those attending FF improves</p>
1,2	<b>Intervention manager recruitment Interview 11/2/21</b>	<p>Specifically to address pupils' digital skills and provide intervention support</p> <p>To be a leader in digital skills within the team of intervention managers</p>	TBC	NJW/HA	£24,000	<p>Ensure progress of identified cohort of students</p>

1,2,3	<p><b>Pupil passport system update</b></p> <p><b>Provision mapping software purchased 10/2/2021</b></p>	<p>The pupil passport system needs updating to ensure that all staff can access personal pupil profiles</p> <p>The profiles will detail strategies for each disadvantaged pupil</p> <p>The system will link to SIMs for ease of use</p>	<p>Monitored at each action review meeting for disadvantaged students</p> <p>Staff use monitored at regular QA</p>	RHL/AS	<p>£1400 PA</p> <p>£4200 for 3 years</p>	<p>100% of staff know the strategy to prevent and close the gaps for each disadvantaged</p>
1,2,3	<p><b>National tutoring programme (via the BRILLIANT CLUB)</b></p> <p><b>Commenced on 1/2/21</b></p>	<p>Students identified are tutored for 15 sessions in core subjects by PHD tutors that are accredited by the brilliant club</p> <p>There are two cohorts for each year group (7-10) Jan-Apr and Apr – Jul</p> <p>*For pupils that are members of Fast Forward</p>	<p>Research group monitoring through 4matrix</p> <p>Subject leader monitoring</p> <p>Impact report from Brilliant Club post-programme</p>	RHL Curric. Lead Intervention managers	<p>£65 per pupil</p> <p>£1950 total</p>	<p>Pupils in identified cohorts make rapid progress in core subjects</p> <p>All pupils in cohorts are at least 'embedding' on their pathways</p>
	<p><b>National Tutoring Programme via My Tutor</b></p>	<p>Students in years 9 and 10 identified through maths</p> <p>Programme rolled out from January</p> <p>Students receive 15 hours of tutoring in groups of 3 online</p> <p>Progress of students reviewed and analysed</p> <p>Programme commences with English dependent on impact with maths</p>	RHL/JDH/MT (research groups established on 4M)	RHL/JDH	<p><b>TBC Meeting w/c 23<sup>rd</sup> Nov</b></p>	<p>Pupils identified make rapid progress in maths and english</p>
1,2,3, 6	<p><b>Revision guide support package for disadvantaged</b></p>	<p>Pupils provided with resources they can use at home</p>	<p>Progress monitored through 4M at DC</p>	RHL	<p>10 subjects @ £5 each</p> <p>£50 per pupil</p>	<p>Disadvantaged students perform as</p>

	students in year 10 and 11		(research groups established)		For all disadvantaged in KS4 80 students £4000	well as their non-disadvantaged peers
1,2,3	Improve the reading skills of students that are working in i-class groups	To purchase Edukey's Literacy Assessment Online allowing the tracking and monitoring of reading and spelling across the year groups to become fully digital.	This new digital strategy will allow pupils to be assessed at three points across the year. <div style="background-color: #90EE90; padding: 2px;">on or above their chronological age</div> <div style="background-color: #FFFF00; padding: 2px;">up to 20% below their chronological age</div> <div style="background-color: #FF0000; padding: 2px;">more than 20% below their chronological age</div>	AST	£920 - 10% = <b>£828</b> annually	Number of pupils in the red category reducing by 10% at each re-test point.
4 - 6	Close the existing literacy gaps of future year 7 cohort	Development of Summer school to focus on academic standards, literacy and numeracy – being secondary ready Mastery of KS2 curriculum	Baseline assessment taken and progress monitored throughout the programme			
4 - 6	Close the existing numeracy gap of future year 7 cohort	Development of Summer school to focus on academic standards, literacy and numeracy – being secondary ready Mastery of KS2 curriculum	Baseline assessment taken and progress monitored throughout the programme			

1-6	<b>Year 10 → 11 transition strategy</b>	<p>Establish gaps in all curriculum areas so that learning priorities are identified</p> <p>Assessment highlights gaps and cohorts that require support and intervention</p> <p>Each team in school has a succinct closing the gap plan that fits with whole school planning and strategy. This is monitored at every faculty/team meeting</p> <p>Each teacher has an action plan for their Year 11 2022 group highlighting gap analysis and actions to close gaps</p> <p>Disadvantaged students are a major focus of catch up work and P6 is utilised effectively (NTP also used to fill gaps)</p> <p>Use results of PASS survey and engagement data from lockdown to prioritise support and academic/pastoral intervention for students</p> <p>Strategy to be agreed with SLT</p>	Each data drop and faculty meeting	TBC	TBC	<p>Pupils make rapid progress on return from lockdown and are on course for outstanding outcomes</p> <p>Students re-integrate into school smoothly</p>
					Total cost	£51,578