

Covid-19 Catch-up funding strategy Last update 10 February 2021

1. Summary information	
School	Hurworth School
Academic Year	2020/21
Total number of pupils school	666
Catch-up funding allocated	£53,600
<p>In light of the ongoing Covid-19 situation this document is reviewed and updated on a termly basis. The funding referred to throughout the document is based on the DfE allocation which was awarded to Hurworth as a result of the partial closure of schools during the 2021-21 academic year; no funding has yet been allocated for the current partial closure.</p>	

2. Intended outcomes <i>(specific outcomes and how they will be measured)</i>		Success criteria
A.	<p>To minimise the impact of school closure on academic progress.</p> <p>Measure – Internal assessment data for students in Years 7-10, Progress 8 for Year 11 external exam results measured against national figures. <i>NB the intended outcome and success criteria for Year 11 will need to be adjusted pending the Government's response to the consultation on how GCSEs should be awarded in Summer 2021 which closed on 29/1/21</i></p>	<p>Student progress can be demonstrated in internal tracking data</p> <p>Progress 8 is in the range of the school target of 0.0-0.2</p>
B.	<p>To support pupils on their transition back into school and with any trauma experienced during lockdown.</p> <p>Measure – Feedback from students and families who have accessed support.</p>	<p>Identified pupils are able to access wave 2 support (internal) and wave 3 support (external from trained professionals) as needed.</p>
C.	<p><i>To ensure that the Remote Education offer for any students who need to self-isolate ensures that they are able to access their full curriculum and are not disadvantaged in comparison to their peers NB from 5/1/21 all students except those whose parents/carers are critical workers or who are in vulnerable groups are being educated remotely</i></p> <p>Measure – Internal assessment data</p>	<p>Student progress can be demonstrated in internal tracking data, students who have self-isolated are in line with expectations</p>

3. Planned expenditure

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this	How will you ensure it is implemented	Staff lead	When will you review implementation?
Departmental resources purchased to allow full delivery of the curriculum in all accommodation (e.g. purchase of specialist equipment to allow the delivery of practical work in non-specialist rooms)	To minimise the impact of current 'bubble' restrictions on academic progress.	Education Endowment Foundation: Learning styles (+2 months progress)	HODs to track activities via learning walks and monitor progress rates		<p>Ongoing throughout bubble arrangements</p> <p>Term 1 impact – curriculum delivered as per departmental plans; students were able to complete some practical tasks in subjects such as D&T in non-specialist accommodation</p>
Implementation of a whole school recovery curriculum to allow all departments to identify the knowledge secured and the knowledge to be secured in all year groups and effectively feed this back to students and to welcome staff and students back to school	<p>Medium term plans (MTPs) and curriculum sequencing/learning journeys adjusted to ensure that knowledge which is not yet secure can be revisited as part of curriculum offer</p> <p>Feedback is specific to students and allows them to address specific areas of the curriculum</p> <p>All staff and students feel part of the school community</p>	Education Endowment Foundation: Feedback (+8 months progress)	Departmental assessment and tracking data to monitor progress, RAG rating of students to help leaders target subject specific knowledge	Individual Heads of Department, verification by SLT	<p>Ongoing delivery of curriculum in amended sequence (where applicable) and tracking of assessment date</p> <p>Term 1 impact - Recovery curriculum activities delivered and MTPs updated by October 2020. All students and staff completed "welcome back" activities and impact was measured by term 1 questionnaires which demonstrated that students had settled back into school very well</p>

<p>Departmental resources purchased to support students in catching up 'gaps' (e.g. subject specific revision guides, additional copies of texts in English, access to online packages such as EverLearn etc)</p>	<p>All students are provided with the resources they need</p>	<p>Education Endowment Foundation: Learning styles (+2 months progress)</p>	<p>HODs to track activities via learning walks and monitor progress rates</p>		<p>Ongoing throughout delivery of topics</p> <p><i>Term 1 impact – resources distributed to students and being used to support lessons, impact of resources purchased to support remoted education will be monitored and reported on in the Term 2 update</i></p>
<p>Sharing of best practice through school and Trust wide meetings with a focus on curriculum; provide additional training to support the delivery of remote education</p>	<p>Consistent approach to ensure that all students are knowing and remembering more whether educated on or off-site</p>	<p>Quality first teaching remains the single most effective strategy for closing learning gaps</p>	<p>Feedback from staff and students, learning walks</p>		<p>October 2020 for initial review, process ongoing throughout the year</p> <p><i>Term 1 impact – all staff are confident in delivering remote education as per school protocols</i></p>
<p>Deliver a full programme of revision/retrieval strategies to students in all year groups via morning registration activities</p>	<p>All students develop a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task, students pupils think about their own learning more explicitly</p>	<p>Education Endowment Foundation: Metacognition and self-regulation (+7 months progress)</p>	<p>Monitoring of registration sessions, work samples</p>	<p>Assistant Head (Curriculum), Head of Year, Form tutors</p>	<p>Ongoing as per activity schedule</p> <p><i>Term 1 impact – initial resources delivered to students in all years; students more confident in using different retrieval strategies</i></p>

CATs testing for all Year 7 students	Externally verify the ability of students to allow them to be set from October half term onwards and target academic support accordingly	Education Endowment Foundation: Small group tuition (+4 months progress)	Timetabled programme for completion of tests, data analysed to determine sets and target support	SLT	By October 2020 <i>Term 1 impact – students allocated to sets from October 2020 to allow further differentiation of resources; targeted academic support put in to help students overcome any barriers to learning and progress in all sets closely monitored</i>
Cost					~£4,000.00

ii. Targeted support

Action	Intended outcome	What is the evidence and rationale for this	How will you ensure it is implemented	Staff lead	When will you review implementation?
New minibus lease to enable transfer of work for students who are isolating and ensure that all students who are able to attend school can do so regardless of family circumstances <i>NB since the partial closure of schools from 5/1/21 transport has been arranged for all vulnerable students entitled to statutory transport to allow them to access school</i>	To minimise the impact of attendance on academic progress and support pupils with overcoming barriers to attendance	Department for Education research “The link between absence and attainment”	Attendance officer to monitor attendance rates Assistant Head (Curriculum) to track engagement with remote learning	Attendance Officer Assistant Head (Curriculum)	Ongoing as students need to isolate <i>Term 1 impact – very few students needed to isolate during Term 1 however work was delivered to all those affected to minimise the potential effect of missing school</i>
Cost					£5,162.00

<p>Joint commissioning of Psychological Wellbeing Practitioner (PWP) to work in addition to internal support and other external agencies (Listening Post, Mind)</p>	<p>To support pupils on their transition back into school and with any trauma experienced during lockdown</p>	<p>Education Endowment Foundation: Social and emotional learning (+4 months progress); Behaviour interventions (+3 months progress)</p>	<p>Mental Health Lead to monitor against behaviour tracking system, exclusions.</p> <p>DSL will monitor against individual case studies and student questionnaires.</p>	<p>Mental Health Lead DSL</p>	<p>Ongoing as students access and complete programmes with the service; final evaluation July 21</p> <p><i>Term 1 impact – 47 students were supported by Tier 2 (Listening Post, Behaviour and Welfare officer, School counsellor) support and 6 students accessed Tier 3 (PWP, Purple Matters); individual records measure those who have successfully completed programmes and those who are still receiving ongoing support</i></p>
Cost					£3,567.00
<p>SEND specific interventions (differentiated work sent home plus specific skill development packs, Unit Award still being set remotely, technical support available, drop ins set up for set 5s in KS3, in school support provided)</p>	<p>To support pupils with overcoming barriers to learning</p>	<p>Education Endowment Foundation: Teaching assistants (+1 months progress), Education Endowment Foundation: Small group tuition (+4 months progress), Education Endowment Foundation: One to one tuition (+5 months progress)</p>	<p>Learning walks, round robins, feedback from staff, students and parents/carers</p>	<p>HODs SENCO</p>	<p>Ongoing</p> <p><i>Intended impact of this Term 2 initiative is that any barriers to learning for students are removed and that engagement figures are in line with non-SEND students</i></p>

Develop a bespoke package for Year 7 set 5 students who are not currently 'secondary ready' in conjunction with staff from the Primary School in the Trust	To support pupils with overcoming barriers to learning by utilising the expertise of primary colleagues	Education Endowment Foundation: Small group tuition (+4 months progress)	Learning walks, work samples	HODs English and Maths SENCO	Ongoing <i>Intended impact is that any barriers to learning for students are removed and students are able to fully access the secondary curriculum</i>
Ensure that there are no gaps in careers and further education advice and guidance	All Year 11 students are able to successfully progress to the next stage of their education/training Students in Years 7-10 have a clear understanding of their potential career routes	DfE careers strategy document	Monitoring by Careers Lead	Careers Lead	Year 11 support with next steps applications by February 2021 Year 9 support with Options April 2021 Careers sessions delivered to all year groups by March 2021 <i>Intended impact of this Term 2 and 3 initiative is that all students are supported with their transition to their next phase of education or employment (Year 11), are able to make informed Option choices (Year 9) and have continued to develop their awareness of potential careers routes post-Hurworth</i>
				Cost	~£1000.00
iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<p>Ensure Parent/carer engagement in supporting student learning via welfare calls and regular engagement information where year groups are isolating. Whole school newsletters which include both remote education and welfare information sent to students and parents/carers during periods of whole school partial closure</p> <p>Annual Parents Evenings to be conducted online where face to face sessions are not possible due to Covid restrictions</p> <p><i>NB since the partial closure of schools from 5/1/21 every parent/carer has received a welfare call fortnightly as a minimum and weekly letters re their child's engagement with</i></p>	<p>Increased awareness of the strategies being used to support students</p> <p>Parental/carer support for students to maintain progress</p>	<p>Education Endowment Foundation: Parental engagement (+3 months progress)</p>	<p>Ongoing monitoring of information provided to parents/carers by departments</p> <p>Welfare call logs to track contact, follow ups and home visits used where there is no contact</p>	<p>Student Support Team</p> <p>Welfare calls Team</p> <p>Data/Exams Officer and Admin staff</p> <p>Assistant Head (Curriculum)</p> <p>Head of School</p>	<p>Weekly</p> <p><i>Intended impact of this Term 2 initiative is that parents and carers are fully informed about students engagement and progress, where applicable engagement increases</i></p>
<p>IT infrastructure development –</p> <ol style="list-style-type: none"> 1) Upgrading of school's infrastructure (hardware) to allow the delivery of remote education from school (including smartboards, webcams, visualisers, digital writing pads, headphones) and access to it for students who are working at home (laptop loans) 2) Purchase of specific software packages to allow access to individualised intervention both in school and remotely 3) Upgrading of school website guidance to ensure students who are accessing remote education are able to do so effectively and are not disadvantaged compared to their peers 	<p>To minimise the impact of school closure on academic progress</p> <p>To ensure that all students can access remote education</p>	<p>Education Endowment Foundation: Digital technology (+4 months progress); Individualised instruction (+3 months progress)</p>	<p>Head of School to liaise with Swift IT Network Manager on installation and roll out of both hardware and software, HODs to feedback on implementation</p> <p>Head of Computing to further develop website</p> <p>Assistant Head (Curriculum) to monitor engagement in remote education</p>	<p>Head of School</p> <p>Swift IT Network Manager and IT team staff</p> <p>HODs</p> <p>Head of Computing</p> <p>Assistant Head Curriculum</p>	<p>Ongoing as infrastructure develops, final review July 21</p> <p><i>Intended impact of this Term 2 initiative is that Remote Education can be delivered effectively; students and parents/carers know where to access support as needed; engagement figures increase; all IT requests from students are met to remove barriers to learning</i></p>

Cost	~£40,000.00
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