

Catch Up Premium Strategy Statement: Hagley Catholic High School 2020-21

1. Summary Information					
School	Hagley Catholic High School				
Academic Year	2020-21	Total Provisional Catch Up Budget (29.09.2020)	£ 73,760	Date	September 2020
Total Number of Pupils	1134 (@29.09.20)			Review Date	September 2021

2. Current target and forecast data (KS4)								
	2020		2020		2021		2021	
	Y11 Targets	Y10 Targets	Y11 Forecasts Autumn	Y10 forecasts Autumn	Y11 Forecasts Spring	Y10 forecasts Spring	Y11 TAGs Summer	Y10 forecasts Summer
Progress 8	0.54	0.50	0.15	0.21	0.22	0.29	0.47	0.31
Attainment 8	57.92	57.77	54.86	54.90	55.70	55.66	58.25	55.95
% Grades 9 to 4 in English	95.7	94.7	92.6	95.3	93.4	95.3	94.0	95.8
% Grades 9 to 4 in Mathematics	94.7	91.1	85.1	77.4	84.1	86.3	86.8	83.7
% Grades 9 to 4 in English and Mathematics	94.7	91.1	84.6	76.8	84.1	86.3	86.3	83.7
% Grades 9 to 5 in English	85.6	83.7	86.2	83.2	86.3	82.6	86.8	84.2
% Grades 9 to 5 in Mathematics	80.9	78.4	69.1	51.6	68.1	67.9	68.1	68.9
% Grades 9 to 5 in English and Mathematics	77.1	78.4	68.1	50.0	66.5	66.3	67.0	66.8
5+ grades 9 – 4 incl: EngMa	94.7	91.1	84.6	76.8	83.0	86.3	85.2	83.7

2. Current target and forecast data (KS5)								
	2020		2020		2021		2021	
	Y13 Targets	Y12 Targets	Y13 Forecasts Autumn	Y12 forecasts Autumn	Y13 Forecasts Spring	Y12 forecasts Spring	Y13 TAGs Summer	Y12 forecasts Summer
L3VA	+0.55	+0.32	+0.16	-0.14	+0.13	-0.09	+0.41	-0.11
APS per entry	40.14	41.19	35.90	36.98	35.71	37.56	38.44	37.55
Percentage A* to A	28.9	33.8	26.8	25.6	30.0	26.3	35.8	33.2
Percentage A* to B	69.5	73.1	59.3	54.3	54.4	56.9	60.8	62.3
Percentage A* to C	96.9	97.9	83.9	89.4	82.9	89.2	86.8	85.9

3. Identified Barriers/Impact from COVID 19 on Future Attainment

No.	Identified Barrier	Strategy Reference (see Section 4 below)
1.	Lost learning during COVID 19 lockdown	A B
2.	Poor engagement in online learning during lockdown	A B
3.	Poor attendance during summer term to Year 10 in-school tutorials/lessons	A B
4.	Low level engagement in Year 12 summer term online tutorials	A B
5.	Poor access to online learning during COVID 19 lockdown	C
6.	Reduced confidence and self-esteem as a result of isolation, loss and anxiety	B
7.	Access and provision of revision resources and study guides	C

4. Strategies Proposed to Improve Outcomes (These do not summarise all interventions currently undertaken at HCHS)

Reference: https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf

	Desired Outcome	Success Criteria	Barriers Addressed
A.	<ul style="list-style-type: none"> • Teaching and Whole School Strategies, this will include: <ul style="list-style-type: none"> ○ Training on the use of technology to ensure blended learning is always of a high quality. ○ Increased non-contact time for CLT who are mentoring NQTs. ○ Develop T&L practices to ensure high quality assessment and feedback is incorporated into routine classroom practice in line with Rosenshine’s Principles. ○ Greater time for group analysis of data by Asst Head and CLT to ensure that interventions and recovery strategies are targeted accordingly. 	<ul style="list-style-type: none"> • Rapidly reducing gap in teacher forecasts • Outcomes in line with targets • 95% attendance at intervention • Quality assurance through LOs and LWs reports 80% of all lessons seen evidencing high quality feedback and assessment 	1 2 3 4 5
B.	<ul style="list-style-type: none"> • Targeted Support, this will include: <ul style="list-style-type: none"> ○ One to one and small group tuition through the creation of an intervention space within the Hub for targeted support and teaching and subsequent recruitment of additional staff or increase of hours ○ Intervention programmes to include Tuesday period 1 sessions in all areas of the core for target groups ○ Extended school time to include introduction of a period 5 two or three days a week for target students ○ Access to additional counselling and mentoring 	<ul style="list-style-type: none"> • Rapidly reducing gap in teacher forecasts • Outcomes in line with targets • 95% attendance at intervention • Provision for counselling is doubled • Mental Health concerns reduce of time 	1 2 3 4 5 6
C.	<ul style="list-style-type: none"> • Wider Strategies, this will include: <ul style="list-style-type: none"> • Parent and carer support through increased contact with families of PP students especially those with other additional needs e.g: SEND • Provision of additional learning materials for home in the form of revision guides and books in core subjects • Access to technology whereby all staff have access to technology that allows for high quality online learning to be delivered, that all students can access online learning, web platform learning tools and apps and other online learning resources 	<ul style="list-style-type: none"> • Rapidly reducing gap in teacher forecasts • Outcomes in line with targets • 100% access to all online learning materials and platforms 	5 7

5a. Planned Expenditure for the 2020-21 Academic Year (£73,760)			
Cost	Expenditure	Notes	Lead
£40,000	Designated intervention teachers in English and maths plus increase in LSA hours	14 hours of Eng and 14 hours of Maths/sci intervention per week for 24 weeks at £30 per hour Plus one additional day LSA for intervention	JHO
£8000	Period 5 teaching in target areas at £30 per session up to 1 hour (up to 10 additional period 5's per week)		ATR
£6000	Relevant revision and study guides for all in Year 11 and 13		JHO
£3000	IT hardware for staff (webcams) and PP students		JHO
£9000	Holiday schools	Targeted intervention classes run during half terms and Easter holidays	ATR
£6000	Additional counselling and mentoring		NHA
£1760	Overtime for inclusion and pastoral support	Overtime for Inclusion/pastoral officer to make additional welfare and support checks on high need families in KS4 and 5	NHA

5b. Planned Strategy and Actions

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Teaching and Whole School Strategies

Desired Outcomes	Chosen actions/approach	Monitoring and Evaluation	Staff Lead
Teaching and Whole School Strategies, this will include: <ul style="list-style-type: none"> ○ Training on the use of technology to ensure blended learning is always of a high quality. ○ Increased non-contact time for CLT who are mentoring NQTs. ○ Develop T&L practices to ensure high quality assessment and feedback is incorporated into routine classroom practice in line with Rosenshine's Principles. ○ Greater time for group analysis of data by Asst Head and CLT to ensure that interventions and recovery strategies are targeted accordingly. 	<ul style="list-style-type: none"> ● CPD for all teaching staff on use of Teams including use of assignments ● Training on use of mobile Webcams ● Cover all three NQT mentors for one additional hour per fortnight for coaching and mentoring ● CPD on assessment and feedback and use of classroom specific AfL strategies ● Time created for additional strategy and review meetings 	<ul style="list-style-type: none"> ● Audit/staff voice reports 100% confidence and ability in use of assignments/webcams ● Minutes of meetings ● NQT mentor reviews ● Lesson obs/Learning walks ● Minutes of meetings ● Data ● Progress reports 	<p>JHO</p> <p>ATR/KMO</p> <p>KMO</p> <p>ATR</p>

ii. Targeted Approaches			
Desired Outcomes	Chosen actions/approach	Monitoring and Evaluation	Staff Lead
Targeted Support, this will include: <ul style="list-style-type: none"> One to one and small group tuition through the creation of an intervention space within the Hub for targeted support and teaching and subsequent recruitment of additional staff or increase of hours Intervention programmes to include Tuesday period 1 sessions in all areas of the core for target groups Extended school time to include introduction of a period 5 two or three days a week for target students Access to additional counselling and mentoring 	<ul style="list-style-type: none"> Create intervention space in Hub Timetable intervention sessions against PE and free option time for Y11 Eng, Maths and Sci Recruit interventions teachers in Eng, maths and Sci Map and sequence intervention curriculum with Core Heads Timetable targeted core interventions for Year 11 during Tuesday p1 on a half termly rota Timetable and map period 5 intervention for Y11 and KS5 in all subject areas identified as needing time to fill gaps Secure additional hours of provision from counselling service 	<ul style="list-style-type: none"> Audit provision Data (narrowing any gap) Core CLT minutes and actions Data Coverage and attendance Data Coverage and attendance Audit and track hours of provision and number of referrals and appointments 	JHO ATR JHO ATR ATR ATR NHA
iii. Wider Strategies			
Desired Outcomes	Chosen actions/approach	Monitoring and Evaluation	Staff Lead
Wider Strategies, this will include: <ul style="list-style-type: none"> Parent and carer support through increased contact with families of PP students especially those with other additional needs e.g: SEND Provision of additional learning materials for home in the form of revision guides and books in core subjects Access to technology whereby all staff have access to technology that allows for high quality online learning to be delivered, that all students can access online learning, web platform learning tools and apps and other online learning resources 	<ul style="list-style-type: none"> Build in overtime for inclusion and pastoral support officers to make additional welfare and support checks with disengaged and vulnerable families Source revision materials and study guides for all students in Y11 and 13 to the value of £20 per student Ensure all staff have access to webcams to use in school and/or at home for online tuition/blended learning provision Audit and track use of GCSEPod and ensure it is pushed routinely by staff Ensure all students in KS4 and 5 know how to access assignments in TEAMS 	<ul style="list-style-type: none"> Tracker of intervention calls and actions Audit access and provision Data Access to tasks Audit/staff voice Audit/Student and staff voice Audit/Student voice 	NHA/KMO ELT JHO/IT Support ATR ATR

6. Review of Catch Up Premium Expenditure for the 2020-21 Academic Year

During 2020-21, there were four parts of the Pupil Premium Strategy, beneath the headings of (i) Teaching and Whole School Strategies, (ii) Targeted Approaches and (iii) Wider Strategies.

Desired Outcomes	Chosen actions / approaches	Evaluation of Impact	Lessons Learned
<p>i. Teaching and Whole School Strategies</p> <ul style="list-style-type: none"> ○ Training on the use of technology to ensure blended learning is always of a high quality. ○ Increased non-contact time for CLT who are mentoring NQTs. ○ Develop T&L practices to ensure high quality assessment and feedback is incorporated into routine classroom practice in line with Rosenshine's Principles. ○ Greater time for group analysis of data by Asst Head and CLT to ensure that interventions and recovery strategies are targeted accordingly. 	<ul style="list-style-type: none"> ● Routine staff training throughout the year led by PJH and built into directed time, TEAMS training channel established for all staff, 100% online teaching in lockdown 2 (Jan to March 2021) ● All NQTS given extra dept mentor on top of AP for regular reviews and support ● Reviewed all assessments practices in all depts to ensure assessment of knowledge and skills developed during any lockdown is specific, accurate and informative. ● Half termly meetings timetabled by AP and core CLT to review data and target Tues P1 intervention – core interventions subsequently targeted on half termly rota of intervention 	<ul style="list-style-type: none"> ● All students received 100% online teaching during national lockdown and a combination of online teaching and blended learning during other isolation periods. End of year data forecasts positive progress across the board in all years and therefore learning caught up. ● All three NQTs have passed their NQT year with flying colours, are very competent teachers with bright futures in education. ● Full moderation of all TAGs in May 2021 and sampling by Exam Board successfully approved as was TAG policy. Forecasted progress in exam years above expected progress across the board ● 100% of students engaged in core intervention have made positive progress in core subjects targeted in 	<ul style="list-style-type: none"> ● Online learning strategies will continue to be a focus for the future and many of the skills and techniques developed will continue to need investing in for the future training of staff ● More direction needed for mentors on their role in supporting NQTs ● Dept curriculums to explicitly identify areas of assessment against curriculum assessment objectives ● Ensure future intervention is accessed by every child at some point throughout the year
<p>Targeted Support</p> <ul style="list-style-type: none"> ○ One to one and small group tuition through the creation of an intervention space within the Hub for targeted support and teaching and subsequent recruitment of additional staff or increase of hours ○ Intervention programmes to include Tuesday period 1 sessions in all areas of the core for target groups in Y11 ○ Extended school time to include 	<ul style="list-style-type: none"> ● English tutor employed up to 14 hours per week to lead intervention in all years identified by Head of English and SENDCO ● Online maths tuition procured through NTP with My Tutor for students in Years 9 to 11 to do in school and at home ● Sessions run in half termly rotas in all 4 core subject areas for targeted students in Y11 ● Period 5 provision run for Y11, 12 	<ul style="list-style-type: none"> ● Y11: Increase in SPI of 0.13 from Autumn forecast of 0.01 Y10: positive VA in Year 10 target group ● Y11: Increase in SPI of 0.5 between Spring and TAG. (half a grade). ● Eng: Increase in SPI of 0.27 between Spring & TAG Ma: Increase in SPI of 0.3 between Spring & TAG RE: Increase in SPI of 0.40 between Spring & TAG Sci: Increase in SPI of 0.65 between Spring & TAG ● Eng: SPI +0.47 	<ul style="list-style-type: none"> ● High impact provision of high quality with very experienced teacher - procured for 21-22 ● Very good provision, student voice is overwhelmingly positive, needs more specific drive from maths dept not AP ● Ensure future intervention is accessed by every child at some point throughout the year ● Make compulsory for all targeted,

<p>introduction of a period 5 two or three days a week for target students</p> <ul style="list-style-type: none"> ○ Access to additional counselling and mentoring 	<p>and 13 from October to December and March to May, and with Y12 and 10 in summer term offered across all subject areas</p> <ul style="list-style-type: none"> ● Additional counselling procured from the Malachi Trust that increased hours of counselling by one further day per week on top of EP4E provision 	<p>Ma: increase of +0.1</p> <ul style="list-style-type: none"> ● 19 students seen in total, 12 currently still seeing counsellor, 7 successfully exited 	<p>not optional. Increase provision and coverage, closer tracking of attendance</p> <ul style="list-style-type: none"> ● Excellent provision - procure for 21-22 – Need students voice on provision
<p>Wider Strategies</p> <ul style="list-style-type: none"> ● Provision of additional learning materials for home in the form of revision guides and books in core subjects ● Access to technology whereby all staff have access to technology that allows for high quality online learning to be delivered, that all students can access online learning, web platform learning tools and apps and other online learning resources 	<ul style="list-style-type: none"> ● 100% of all Year 11 students provided with revision guides and other materials in all 4 core subjects and 1 some foundation subjects ● All teaching staff (on request) provided with laptop, webcams, graphic pads and headphone sets to facilitate virtual teaching and learning 	<ul style="list-style-type: none"> ● Awarded TAGs report overall Y11 progress at +0.4 ● 100% of all teaching staff were able to deliver online lessons from home or in school when students or staff were isolating. Staff voice overwhelmingly confident in use of technology, parent voice 100% positive about provision at home during lockdown 2 	<ul style="list-style-type: none"> ● Very positive strategy, pupil voice very positive about provision, impact on outcomes clear ● Very positive strategy, continue to invest in tech to ensure teaching is always high quality whether at school or not. Continue to invest in staff and student training