



Covid-19 Catch Up Premium
Impact Report
2020-2021

Covid Catch Up at the Suthers School 2020 – 2021



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1 – Covid 19 Catch-Up Premium and Curriculum Expectations 2020/21

The DfE has allocated £650 million to be spent on ensuring all pupils have the chance to catch up and supporting schools to enable them to do so. Whilst headteachers will decide how the money is spent, the Education Endowment Foundation has published guidance on effective interventions to support schools. For pupils with complex needs, schools should spend this funding on catch-up support to address their individual needs. There is also an allocation of £350 million for a National Tutoring Programme, intended to deliver proven and successful tuition to the most disadvantaged and vulnerable young people.

The DfE has also set out the following:

Curriculum Expectations, to ensure that all pupils – particularly disadvantaged, SEND and vulnerable pupils – are given the catch-up support needed to make substantial progress by the end of the academic year.

Education is not optional

All pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.

The curriculum remains broad and ambitious

All pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment.

Remote education

DfE asks that schools meet the following key expectations:

1. Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content...In particular, schools may consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading.
2. Aim to return to the school's normal curriculum in all subjects by summer term 2021.
3. Plan on the basis of the educational needs of pupils. Curriculum planning should be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills.
4. Develop remote education so that it is integrated into school curriculum planning.

Schools should set out how they will allocate the additional funding to support curriculum recovery this academic year. The EEF guidance suggests a 3-tiered* approach:

1 Teaching

- High-quality teaching for all
- Effective diagnostic assessment
- Supporting remote learning
- Focusing on professional development

2 Targeted academic support

- High-quality academic tutoring, small group tuition and increased curriculum time
- Teaching Assistants and targeted support
- Planning for pupils with Special Educational Needs and Disabilities (SEND)

3 Wider strategies

- Supporting pupils' social, emotional and behavioural needs
- Planning carefully for adopting a Social and Emotional Learning curriculum
- Communicating with and supporting parents
- Supporting parents with pupils of different ages
- Successful implementation in challenging times

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2 – Tier 1 EEF Aspects – Actions

| EEF Aspect | Action | Cost | Staff Responsible |
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| <p>High-quality teaching for all</p> | <p>Staff have worked extensively on their curriculums and have regularly reviewed and adapted these (including Curriculum Intent, Long and Medium-Term plans) to provide the best possible learning journey for all students. These curriculums take into account the school closure period and have been carefully designed and sequenced to provide opportunities for recall of prior knowledge, deepen and hone previously acquired skills and provide all students with a wide range of transferrable skills.</p> <p>During the January 2021 lockdown, weekly meetings held between Heads of Subjects and Executive Head Teacher to ensure that an ambitious curriculum is delivered in every subject. Focus on the enriched knowledge in every Medium-Term plan, looking for links to other subjects and future careers. Subject leaders challenged intellectually to provide the best possible learning experience for all students.</p> <p>Since the return to school in April 2021, there has been a focus on the implementation of new curriculum plans in each subject. In June 2021, a whole school Teaching and Learning Development Review was carried out by HoS and Executive Head Teachers. The foci of the review were: application of learning routines, questioning, modelling and scaffolding, the use of red pen and feedback and engagement/participation. The Medium-Term plan, created following the Executive Head Teacher meetings, were made available to observation team so that implementation could be fully assessed. Examples of best practice in lessons and key areas of focus were shared during staff CPD in the following week. Key areas of focus continuing to be monitored during lesson visits by Leadership Team. Samples of exercise books were also collected, to allow for an analysis of work completed by students in lessons to be undertaken by the observation team.</p> | <p>SLT, subject leader time, Additional texts and resources £2000 curriculum budget</p> | <p>SLT / ML / All Teachers</p> |
| <p>Effective diagnostic assessment</p> | <p>The Connect – As part of a school-wide Teaching and Learning strategy, all departments start every lesson with a short review of previous learning as this is paramount to improving students’ outcomes. The Connect is designed for students to ‘connect’ with their prior learning and ensures that students are recalling in depth powerful knowledge that is required to be built up and ‘connected’ with new and upcoming knowledge. This embeds knowledge into the long-term memory of students, freeing up the working memory to learn new knowledge and skills and reduces cognitive overload. Targeted questioning when feeding back on the Connect allows for as many students as possible to be involved in the lesson, with higher order questioning targeted to the Academically Most Able to ensure that they are stretched as much as possible.</p> <p>AfL – In the Covid-19 environment, staff are not able to circulate the classroom as much as they have been previously. As a result, the use of a variety of AfL strategies have been employed to ensure that regular understanding checks are taking place during lessons. Strategies include the use of mini whiteboards, the use of traffic light cards in planners, carefully created multiple choice questions and questions designed to target misconceptions. Questioning techniques have also been developed in staff CPD sessions, giving further ideas of how these can be incorporated in lessons.</p> <p>Modelling – Every teacher in the school has access to a visualizer, which allows them to model worked examples to students and to help articulate their thought processes. Staff have received training in how to use these for whole class feedback, answering exam questions and showing individual steps in any working out. The ‘live’ nature of staff using these, allows students to see staff making deliberate mistakes and how they would overcome these mistakes, modelling resilience to students and helping students to develop this skill.</p> | <p>SLT, subject leader time. Material cost (mini whiteboards, pens): £135. Visualisers: £1000.</p> | <p>SLT / ML / All Teachers</p> |

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| <p>Supporting remote learning</p> | <p>Students who do not have access to an internet abled device at home have been provided with a Chromebook (66 were issued by the school as well as more than 200 work packs containing essential equipment to use to access 'live' lessons and remote learning assignments). From September 2020, a structured plan has been put in place for students who have a Covid related absence, delivered in the form of a flow chart for clarity. Students receive English, Maths and Science content in the first 10 days. Communication regarding the use of Microsoft Teams, that was first shared with parents in March 2020, was updated and re-shared with parents to ensure that all students were able to access the platform. Training for students in how to access and upload assignments was also provided to students in Independent Study sessions in September 2020, as well as trial 'live lessons' so students knew what to expect should the country go into another lockdown.</p> <p>The lockdown from January 2021 – March 2021 meant that staff were delivering 'live' lessons via Microsoft Teams for the first time. Work packs were put together for students to be able to access curriculum from home. Support for staff was put in place through 'remote learning champions' where staff shared could share good practice such as the use of virtual whiteboards to enable high quality lessons to still be delivered remotely. Regular staff meetings allowed successes to be shared and support to be offered where required. Virtual lesson visits carried out on a weekly basis by leadership team to monitor student engagement in lessons. Live form time also took place every Wednesday morning during the lockdown period, to give students regular contact with their form tutor.</p> <p>A whole school tracking document, updated weekly, was used to identify student's engagement with remote learning. Based on this, form tutors contacted parents of students and, if it was felt necessary to support attainment and wellbeing, Year 10 students were invited to work in a Covid safe environment. A detailed analysis of work completed by Year 10 students in English, Maths and Science, also including a focus on Pupil Premium students, was used to help monitor which students were in need of this extra support.</p> <p>Since the return to school in April 2021, all independent study tasks have continued to be uploaded to Microsoft Teams. In any occasion where students have had to isolate due to Covid, work from lessons missed by these students was uploaded by teaching staff to Teams to ensure that students did not fall behind their peers.</p> | <p>No cost associated, Chromebooks loaned to students following the signature of a user agreement.</p> | <p>SLT / ML / All Teachers</p> |
| <p>Focusing on professional development</p> | <p>A regular CPD programme for staff to aid in all items outlines above, with focus on effective Questioning and Live Feedback techniques to overcome Covid barriers. Weekly meetings for subject leads with Head of School/Executive Head to provide guidance on curriculum design.</p> <p>Regular CPD programme continued throughout the school closure period, with a focus on Medium Term plans. Focus on engagement and assessment for learning in virtual lessons a key element of CPD. Staff have received membership to the PTI and links to articles based on Subject Knowledge Enhancement and Subject Pedagogy Enhancement. The CPD programme following the February half term focussed on the implementation in the classroom. Individual CPL sessions for Heads of Subjects were also held, with a focus on attainment and strategies to help maximise this for all students.</p> <p>In June 2021, selected Middle Leaders met with a consultant who works with the Trust to further discuss curriculums in each subject. A focus of this visit was Quality Assurance. Strategies and ideas were discussed with Middle Leaders, which will be followed up in future visits. Middle Leaders who were involved in this session will later lead a session with other staff in staff CPD.</p> <p>Since April 2021, a bi-weekly Teaching and Learning 'Breakfast Club' is held. This allows for staff to meet to discuss developments in key areas, such as school assessment. Key resources that have been employed effectively in subjects is also discussed as examples of best practice, such as the use of 'Diagnostic Questions', helping staff to develop their methods of checking understanding in lessons.</p> | <p>SLT, subject leader time</p> <p>A Trust Wide Leadership focus of 'in-house' CPD.</p> | <p>SLT / ML / All Teachers</p> |

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3 – Tier 1 EEF Aspects – Impact

| EEF Aspect | Impact |
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| High-quality teaching for all | <p>All students are engaged and enthused to learn, staff are equally enthusiastic and engaged about making the learning connected and enjoyable for all. Students make good progress through the lessons and sequences of learning is ambitious and designed to challenge. Students interact with range of assessment strategies so teachers can understand their strengths and areas of development. Through the extensive CPD, teachers continuously reflect and develop teaching and learning strategies.</p> <p>The school learning routines are established in lessons and, through whole school strategies such as use of the red pen, students are developing their self-regulation. Use of consistent vocabulary across the school means students are ready to start their 'connect' as soon as they enter the classroom. Questioning is carefully planned and the focus on 'speaking like an expert' has resulted in students becoming increasingly able to articulate themselves and explain their knowledge and ideas.</p> <p>The emphasis on all students participating has meant that the 'no hands up' school policy is used regularly in the school. Mini whiteboards are used effectively to allow every member of the class to be taking part in the lesson. Planning for misconceptions allows for teachers to skilfully deal with these should they arise in lessons. Visualisers are use well and, from feedback, students enjoy seeing their teacher modelling answers on these.</p> <p>Student voice relating to remote learning is below:</p> <p>'I really enjoy live lessons because the teachers always try and make it as fun and accessible as possible'</p> <p>'Live lessons make me feel more productive throughout the day. Also, I find it easier to interact with the teacher and ask questions'</p> <p>'I really like seeing what the teacher thinks of my work as it spurs me on to try even harder'</p> <p>'The PowerPoints that are talked through are the best. I really like this as it's like a live lesson and makes me feel like I have a goal'</p> <p>98% of parents agree that the remote learning set during lockdown was 'good' or 'high quality'</p> |
| Effective diagnostic assessment | |
| Supporting remote learning | |
| Focusing on professional development | |

4 – Tier 2 EEF Aspects – Actions

| EEF Aspect | Action | Cost | Staff Responsible |
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| High-quality academic tutoring, small group tuition and increased curriculum time | From January 2021, Year 10 students had access to the MyTutor programme, increasing curriculum time in key areas. Maths MyTutor sessions began for 25 students for a 10-week period. These sessions were 1-1 and completed remotely, with students having the same tutor throughout the programme. The content being covered was directed by the Head of Department, in line with GCSE target grade, focussing on topics requiring development. In April 2021, the programme was extended to include Science and was extended to include additional students. These sessions were 3-1, with the groups of students carefully selected based on ability and target grade. The focus on these sessions was Physics, with the individual content being covered again directed by the Head of Department. | MyTutor cost: £5,000 GCSE Pod and YipiYap both | JUB / DLY / All Teachers |

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| | <p>GCSE Pod has been introduced to Year 10 students, to be targeted to any gaps in knowledge of all students. Year 10 tutors have modelled how the website works, with Independent Study tasks to be set in the future on this platform. During the lockdown period, additional work for students was set via this platform and the platform used to aid in revision for the mock period in June 2021.</p> <p>A Yipiyap tutor have been working with students across all year groups since September, covering identified areas in English and Maths following discussions with class teachers and Heads of Department. The tutor worked from September 2020 – April 2021 on a timetable of 3 days per week. Students were carefully selected for this tutoring and it was completed in small groups and also 1-1, based on the needs of the students. Regular discussions with the relevant Heads of Department ensured that these sessions were impactful. The tutor also worked in school with key worker students during the lockdown period. An additional tutor was also employed to work with key worker and vulnerable students in school on two days a week in this period.</p> <p>From May 2021, a further tutor was employed by the school to work 4 days a week, continuing and developing on the provision given by the Yipiyap tutor. Additional curriculum time was given to numeracy and literacy for identified Year 7 students through the use of tutor time sessions, as well as after school provision for Year 10 students to help with examination preparation. Students working with the tutor were not removed from wider subjects, to ensure that they were not disadvantaged in accessing the broad curriculum that the school offers. There was a focus on Pupil Premium and SEN students for these sessions.</p> | centrally funded from the Trust. | |
| Teaching Assistants and targeted support | <p>Teaching Assistants have been deployed across year groups for identified students. Regular communication with subject experts means that Teaching Assistants know the content to be delivered and are able to withdraw small groups of students to work with in a small group.</p> <p>During school closure period, teaching assistants have been deployed to classes across all year groups and are running targeted support sessions to identified students. The content being covered has been identified following discussions with Heads of Department and subject teachers. These sessions occur weekly.</p> <p>As part of a new strategy in the school, in April 2021 Teaching Assistants were assigned to a core subject. The aim of this was to ensure that there was a consistency for students in seeing the same Teaching Assistant in these lessons. Regular discussions between Teaching Assistants and Head of Subject allow key subject knowledge to be imparted, resulting in Teaching Assistants becoming more confident in these areas, and consequently students receiving higher quality provision. Class teachers have identified the students that they would like Teaching Assistants to work with, ensuring that they are deployed as effectively as possible.</p> | No cost implications, Teaching Assistants deployed based on student timetables. Reviewed on a regular basis and following each progress check. | All Teachers / Teaching Assistants |
| Planning for pupils with Special Educational Needs and Disabilities | <p>All subject leads have carefully designed their curriculums so that it is accessible for all students, no matter of their starting point. A school wide focus on Scaffolding, including through CPD sessions and supportive classroom visits, enable strategies to be discussed and trialled to provide equality of access for all students. Regular communication held between teaching staff and learning support department, with a weekly staff SEN bulletin providing important information about meeting the needs of all students.</p> <p>During school closure period, SENCO led session on how to meet the needs of all learners when remote learning. Good practice from members of staff shared and individual strategies discussed. Regular, updated information also shared on weekly SEN bulletin. Key information shared during weekly staff meetings.</p> | A Trust Wide Leadership focus of 'in-house' CPD. | ESC / EBR / All Teachers / Teaching Assistants |

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| | <p>Whole school remote learning tracker highlights vulnerable students and detailed information about these students. These students have a nominated member of staff that makes regular contact to check on well-being. Vulnerable students also invited to work in school during school closure period.</p> <p>On the return to school in April 2021, there have been staff CPD sessions led by the SENCO giving strategies on how to best meet the needs of students with Special Educational Needs. This has also included a 'student voice' where students gave their feedback on how they learn best in lessons. Lesson visits with the SENCO and the SENCO lead across the Trust were held in May 2021, where the level of provision to these students was able to be seen in practice and feedback then able to be given.</p> | | |
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5 – Tier 2 EEF Aspects – Impact

| EEF Aspect | Impact |
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| <p>High-quality academic tutoring, small group tuition and increased curriculum time</p> | <p>Students accessing tutoring provision have had a noticeable increase in confidence in their core subjects. In Maths, Year 10 students were selected on the basis of assessment carried out on their return to school in September 2020. Between October 2020 and the next assessment period in December 2020, the selected students improved by an average of 0.8 grades. Between this time and the next assessment period in June 2021, students improved on average by 1.4 grades, with 3 of these students reaching a grade 4, and greatly improving their chances of increased academic success in their GCSEs in 2022.</p> <p>Students using the MyTutor programme have become established in being able to complete Higher tier Maths papers. The most able student in Year 10 has been challenged with Further Maths GCSE content in these sessions, and since September 2020 has progressed from a grade 7 to, in the June 2021 mock exams, obtaining a grade 9. 7 students who remained in school to access this remote provision were noted by staff as being 'confident, respectful and mature' in their interactions with their tutors.</p> |
| <p>Teaching Assistants and targeted support</p> | <p>Student voice relating to MyTutor provision:</p> |
| <p>Planning for pupils with Special Educational Needs and Disabilities</p> | <p>'I enjoy the extra revision for the subjects'</p> <p>'We can get input from the tutor as they've done exams before so they can give advice and tips'</p> <p>'We can ask extra questions about the subjects, which has boosted my marks in assessments'</p> <p>'My maths has really improved on fractions and probability, which I struggled on most at the start of the year'</p> <p>'My tutor was always there every Wednesday and never missed a lesson and I was really happy to learn new things'</p> <p>'For the Science tutor it was helpful as the tutor repeated things several times if we didn't understand something'</p> <p>'I really enjoyed it and I hope to do it again in Year 11'</p> <p>The consistency of the same Teaching Assistant in each core subject has meant the students feel supported in their learning and have, as a result, shown an increased amount of confidence in their learning.</p> <p>Following an audit of SEN provision in May 2021, the following areas were noted as having a positive impact for those students with Special Educational Needs:</p> <ul style="list-style-type: none"> - Classrooms have a calm environment for students to work in - Clear expectations and boundaries are set by all members of staff for all pupils - A clear consequence system supports with behaviour management |

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| | <ul style="list-style-type: none"> - An in depth understanding of pupils, helping to support them in their learning. - Relationships have been developed to provide a supportive environment in the classroom. |
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6 – Tier 3 EEF Aspects – Actions

| EEF Aspect | Action | Cost | Staff Responsible |
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| Supporting pupils' social, emotional and behavioural needs | <p>A regular weekly ELSA (emotional literacy support assistant) programme with a specially trained member of staff to support the emotional development of students. These sessions continued to run remotely during school closure period for key students. These sessions take place 1-1 or in small groups, and if necessary further support to these students through other agencies is able to be offered, following discussions with the Senior Pastoral Lead.</p> <p>Targeted students have meetings with the school nurse on a regular basis. Six key areas are covered: resilience and emotional wellbeing, improving lifestyles, reducing risky behaviours, maximising learning and achievement, supporting complex needs, and seamless transition to adulthood.</p> <p>The school have employed a counsellor who attends school on a weekly basis to meet with identified students (once consent has been provided by parents or carers).</p> <p>A carefully designed mindfulness programme is in place in the school every Wednesday form time. These sessions have focussed on subjects including managing emotions, helping to organise thoughts, having a positive mindset and strategies on how to help wellbeing during the Covid-19 pandemic.</p> <p>Strategies to support individual students are identified in the weekly SEN bulletin, which identifies any new student updates (including agreed strategies to ensure consistency across the school), students that require monitoring in lessons, as well as students that can access Learning Support throughout the school day.</p> | <p>ESLA training funded by the Trust.</p> <p>Mental Health Training: £100</p> <p>Counsellor: £100 per day</p> | ESC / KRA / KBE/ ESC/EBRA/Counsellor/ School Nurse |
| Planning carefully for adopting a Social and Emotional Learning curriculum | <p>A research informed curriculum in every subject means that all staff are regularly thinking about current events and how key ideas can be most effectively implemented. Chartered College of Teaching material regularly referred to and informative articles shared in staff meetings and via email to all staff.</p> <p>The Bounce Forward programme is used in Personal Development for all year groups. Year 10 students have an outside provider (from SEXions) delivering lessons on sexual health, as well being offered the opportunity to meet 1-1 with this provider to further discuss anything that was raised in these sessions.</p> | <p>Chartered College of Teaching cost: £45/teacher</p> <p>Bounce Forward programme: £2,700</p> | SLT / ML / All Teachers |

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| | Personal Development forms part of the weekly tutor time programme, through a 'Thought of the Week'. Questions that all students have been considering since April 2021 include: 'What really makes us happy?', 'What makes us a winner?', 'Why do we eat what we eat?' and 'What is empathy and why is it important?' | | |
| Communicating with and supporting parents | All staff have regular communication with parents through a number of channels. In September 2020, the school manager communicated with all parents that, should they wish to contact the school, which member of staff (whether admin team, tutor, pastoral or subject specific) would be most appropriate to contact. Any issues requiring action are then able to be dealt with in a timely manner. Comprehensive communication with parents made through phone calls, text messages, email and My Child at School (MCAS). There was regular communication with parents during the school closure period. All members of staff involved in communication, made via phone calls, email and text messages. Weekly bulletin for parents and students produced weekly throughout school closure period, giving key dates and information as well as well-being and mindfulness activities and strategies for students. | No cost associated | All Teachers /Teaching Assistants |
| Supporting parents with pupils of different ages | During the lockdown periods in 2020 and 2021, it was identified that some families with children in multiple year groups were struggling to provide them with devices to use for remote learning. As a way of supporting these families, additional Chromebooks were issued to these families. | No cost associated, Chromebooks loaned to students following the signature of a user agreement. | |
| Successful implementation in challenging times | Weekly SLT meetings held, with impact of key areas evaluated. Regular reference to guidance from DfE made and used to inform next steps. Regular reviews of remote learning were held throughout the school closure period, identifying strengths, weaknesses and strategies to support successful implementation of curriculum across all subjects. | No cost associated | SLT |

7 – Tier 3 EEF Aspects – Impact

| EEF Aspect | Impact |
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| Supporting pupils' social, emotional and behavioural needs | Students have an increased awareness of the impact that Covid-19 and national lockdowns has had on mental health, even if this has not affected them directly. Through the focus on empathy, they are able to appreciate the difficulties that others have faced. A regular focus on mindfulness means that all students have developed a 'toolkit' that can support their mental health. Students feel supported at school through the pastoral systems that are in place. |
| Planning carefully for adopting a Social and Emotional Learning curriculum | The ELSA sessions have helped students to understand their emotions and respect the feelings of those around them. They provide the time and space for pupils to think about their personal circumstances and how they manage them. School nurse and counsellor sessions have resulted in an increase of the self-esteem and self-worth of students, helping them navigate challenging times and providing coping strategies. Staff are informed on the latest developments in teaching, including examples of best practice, and are able to provide opportunities to develop Social and Emotional issues in all subjects. |

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| Communicating with and supporting parents | The school is now a Healthy Minds school, providing students with the life skills that will ensure a happy future, recognising that success is more than academic achievement. Parents feel that their children are supported in school and know the channels to go down if they require any further support. |
| Supporting parents with pupils of different ages | An iterative programme of support is currently in place to support all students throughout the Covid-19 pandemic all areas of this are regularly reviewed. |
| Successful implementation in challenging times | |