

Forest Hill School Catch Up Plan 2020-21

Strategy Statement

To ensure that key students who faced disadvantage during the lockdown during 2020 are given extra support so that any gaps in their learning are addressed. This will be achieved through the use of Academic Mentors working with small groups in core subjects and through tuition from outside tutors. The overall aim will be to ensure that the gaps between key disadvantaged students and the rest of the student population are narrowed. The key disadvantaged groups are

- Students who receive the Pupil Premium grant (279 pupils, 29.5%)
- SEND students (192 pupils, 20.3%)
- Black Caribbean students (144 pupils, 15.2%)

COVID-19 catch-up premium spending: summary

Summary Information			
Total number of pupils:	954	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£76,320		

Barriers to learning

Barriers to Future Attainment Exacerbated by Covid and Lockdown

Academic barriers:

A	Despite a good quality of remote learning offer being put in place during 2020 lockdown, a significant proportion of students did not effectively engage with it and so have gaps in their learning and are at risk of falling further behind if there is a further lockdown
B	Gaps in literacy development due to lockdown, particularly through the fact that students have not had to produce as much extended writing and many will not have read as much
C	Gaps in students' knowledge in key areas in all subjects, but particularly maths and science with their sequential learning
D	Concerns about students study and learning skills in general having regressed

Additional Barriers

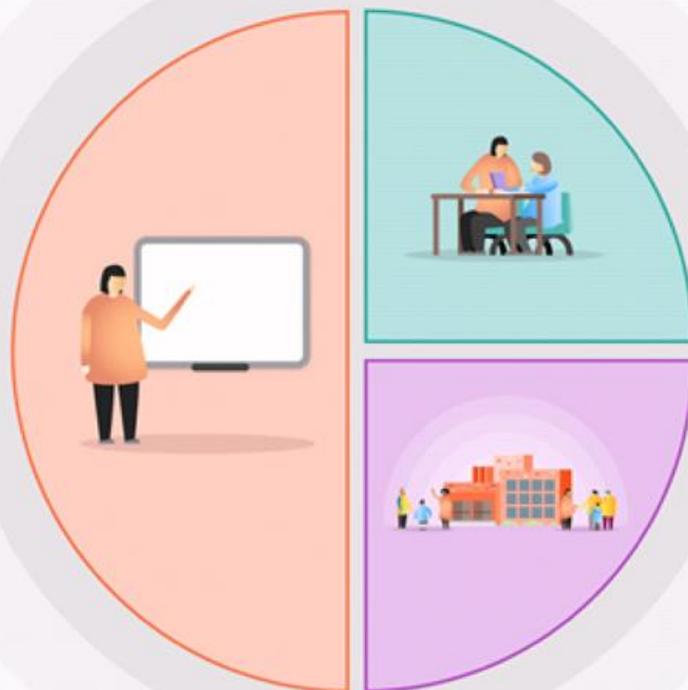
External barriers:

D	Lack of access to resources for certain key students, particularly ICT access outside school
E	Certain key groups having a greater disengagement with education due to lockdown

Overall Focuses

1 Teaching

1. Implementation of recovery curriculum in all subjects to ensure that gaps in learning caused by lockdown are covered
2. Develop remote learning plan and deliver CPD for staff to ensure that they are able to deliver remote learning effectively
3. Develop a wide range of literacy strategies to be used in the classroom and remotely
4. Develop stretch and challenge in the mixed ability setting (particularly in Years 7-9 where there is no streaming)
5. Develop AFL strategies amongst staff to ensure that staff are effectively assessing any issues facing the students



2 Targeted academic support

1. Employ Academic Mentors in literacy based subjects
2. Use National Tuition Partners to provide tuition for Maths and Science
3. Develop Year 11 intervention program for all subjects
4. Improve access to ICT for all students
5. UCL Maths and Study Skills program for key Year 10 PP students
6. Use reading and progress tests to assess students and target intervention

3 Wider strategies

1. Purchase IT equipment for students who have no access
2. Re-engagement pastoral program for key students
3. Study Skills sessions for all students
4. Implement careers platform for all students
5. Careers interviews re-implemented for Year 10's to help with motivation and focus

Planned expenditure for current academic year

Teaching						
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?	Cost
Implementation of recovery curriculum in all subjects to ensure that gaps in learning caused by lockdown are covered	<p>All students to be taught gaps in their knowledge</p> <p>SOW scrutinized to all show evidence of literacy strategies supported through QA of lessons</p>	Students have large gaps after the 2020 lockdown and so the curriculum needs to be adapted	Involvement of all curriculum areas and staff in planning and implementation	RWF	After the first half term	NA
Develop remote learning plan and deliver CPD for staff to ensure that they are able to deliver remote learning effectively	<p>All staff and students to be confident in carrying out learning remotely</p> <p>Clear evidence of student engagement in remote learning – at least 90% of students regularly engaging</p>	To learn effectively remotely staff and students need to know how to use the remote learning tools effectively	Ensure that staff, student and parent voice is collected about the quality of remote learning	RWF	Half termly	NA

Develop a wide range of literacy strategies to be used in the classroom and remotely	<p>Clear evidence of the literacy needs of the students being met in the classroom</p> <p>SOW scrutinized to all show evidence of literacy strategies supported through QA of lessons</p>	Literacy is key for students achievement and is an area which many students will struggle with after lockdown	Involve range of staff in planning literacy CPD and ensuring literacy is embedded throughout the recovery curriculum	RWF	Half termly	NA
Develop stretch and challenge in the mixed ability setting (particularly in Years 7-9 where there is no streaming)	<p>Ensure that stretch and challenge is present in all lessons</p> <p>SOW scrutinized to all show evidence of literacy strategies supported through QA of lessons</p>	Change in student groupings means that focus on stretch and challenge is key	Ensure that all FL's and T&L Leads are involved in sharing ideas in their teams for how to improve stretch and challenge	RWF	Half termly	NA
Develop AFL strategies amongst staff to ensure that staff are effectively assessing any issues facing the students	<p>Ensure that staff are accurately assessing students engagement and knowledge at all times</p> <p>SOW scrutinized to all show evidence of literacy strategies supported through QA of lessons</p>	Assessing students strengths and weaknesses is key after lockdown do ascertain what should be focused on	Involve all FL's and T&L Leads in sharing ideas about AFL to ensure their teams are using it effectively	RWF	Half termly	NA
Total budgeted cost						£0

Targeted academic support						
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?	Cost
Employ an English Academic Mentor to support with literacy and outcomes in English	Improved literacy and outcomes for targeted students ALL groups in Years 7-11 have received support for identified students with clear evidence of improved extended writing in their work	Cost effective approach for working on small group tuition and literacy support as per the EEF framework	Clear line management and structures for the Academic Mentor	GGN	Half termly	£6000
Employ an Academic Mentor in another literacy based subject	Improved support and confidence in key subject and improve overall literacy and extended writing ALL groups in Years 7-11 have received support for identified students with clear evidence of improved extended writing in their work	Cost effective approach for working on small group tuition and literacy support as per the EEF framework	Clear line management and structures for the Academic Mentor	GGN	Half termly (when appointed)	£5000

Develop an in school tuition program for all year groups focusing on Maths and Science	Improved support and confidence in key areas in Science and Maths – opportunity to plug key gaps in knowledge and skills from lockdown All identified students in Years 7-11 to have received support with improved attainment scores in topics	Cost effective approach for working on small group tuition and literacy support as per the EEF framework	Clear guidance for tutors, assessment of progress of students and student voice, regular observations of tutors Resources for tutors to help them deliver curriculum	GGN	Every 5 weeks	£17000
Year 11 intervention program for all examined subjects	Opportunity to plug gaps and address issues with key students Attainment scores show knowledge gaps have been met	EEF framework evidence of small group tuition and targeted support	Clear lists for intervention and expectations about focus for intervention	GGN	Half termly	NA
After school study spaces (PAUSED UNTIL STUDENTS RETURN TO SCHOOL)	Provide access to ICT resources and support with home learning All students who lack access to have been offered support	Addressing a key barrier to learning for students	Clear times and expectations for access to study spaces	GGN	Half termly	NA
UCL Maths and study skills tuition for More Able PP students in Year 10	Improved attainment for selected students in specific areas covered in tuition	Ensuring key PP students are stretched and challenged in Maths	Good communication with parents and students around UCL programme	GGN	Half termly	NA

Run reading tests for all students in Years 7-10 to measure impact of lockdown and target support	Reading ages for all students measured to enable progress to be seen and key students identified	Literacy is key for students success and reading ages will help us identify who needs further support	Clear analysis of the information provided which is translated into clear actions	GGN	Return from lockdown	£4000
Run Progress in Maths and Progress in Science tests to measure progress	Maths and Science age related norms used to assess lockdown provision and target intervention	Enable the school to see the progress in these key subjects and help us identify who needs further support	Clear analysis of the information provided which is translated into clear actions	GGN	Return from lockdown	£6000
Total budgeted cost:						£28000

Other approaches

Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?	Cost
Purchase 30 laptops for students who have not got access outside of school	Ensure that students who cannot access home learning resources have access	Evidence from barriers to learning and remote learning questionnaires	Involve HOY and Inclusion team to ensure correct students receive resources	SDS	Half termly	£12000
Run a re-engagement intervention for students who struggled to re-engage due to lockdown (PAUSED UNTIL STUDENTS RETURN)	Ensure students who became disengaged due to lockdown are re-engaged with school and their learning	Underachievement of disadvantaged students due to barriers to learning	Ensure Inclusion team are involved in planning and delivering project	IHN/JJS	Half termly	£6000
Run study skills sessions for all students to help them with motivation during remote learning periods	Ensure that students have the skills and motivation to continue studying when not in school Trialing with Year 8 when we will collect qualitative feedback	Lack of effective study skills evident during lockdown	Ensure key staff are involved in implementing it and is followed up by subject teachers	GGN	After interventions	£7000

Implement Unifrog Careers software to ensure that we are raising aspirations of all students	Ensure that all students are given effective and aspirational careers feedback All students to have engaged with Unifrog	Focus on developing self motivation and aspirations of students	Ensure that all staff are trained and a clear action plan is put in place for implementing	AKA	Easter and half termly	£6500
Run careers interviews for all Year 10 students to ensure that they remain focused and have clear goals	Ensure that students are motivated and focusing on their opportunities to succeed At least 90% of Year 10's to have received an interview	Lack of focus and engagement from key students	Ensure that targeted students receive sessions first and that the sessions are built on in the pastoral program	AKA	Half termly	£5000
Total budgeted cost:						£36500

How is the Catch Up Plan addressing key barriers to learning?

Barriers to Future Attainment Exacerbated by Covid and Lockdown		
Academic barriers:		How we are addressing them
A	Despite a good quality of remote learning offer being put in place during 2020 lockdown, a significant proportion of students did not effectively engage with it and so have gaps in their learning and are at risk of falling further behind if there is a further lockdown	<ul style="list-style-type: none"> - Recovery curriculum - Improving the Remote offer - Tuition and small group intervention
B	Gaps in literacy development due to lockdown, particularly through the fact that students have not had to produce as much extended writing and many will not have read as much	<ul style="list-style-type: none"> - Literacy Teaching and Learning focus - Academic Mentors small group tuition for all year groups
C	Gaps in students' knowledge in key areas in all subjects, but particularly maths and science with their sequential learning	<ul style="list-style-type: none"> - Recovery curriculum - Small group tuition in Maths and Science - Specific interventions for Year 10 and 11 students
D	Concerns about students study and learning skills in general having regressed	<ul style="list-style-type: none"> - Remote learning plan to focus on independent learning skills - Study skills programs being introduced for all year groups

Additional Barriers		
External barriers:		How we are addressing them
D	Lack of access to resources for certain key students, particularly ICT access outside school	<ul style="list-style-type: none"> - Laptop and IT provision for any students who lacks access - Creation of study spaces and support for students in school
E	Certain key groups having a greater disengagement with education due to lockdown	<ul style="list-style-type: none"> - Pastoral re-engagement intervention - Careers and aspirational support for pupils - Study Skills interventions