

## Nailsea School: Covid19 Catch up Strategy 2020/21



Nailsea School  
Aspire Believe Succeed

For the academic year 2020-2021 schools will receive a one-off catch-up premium paid per student on roll in order to help mitigate the effects of the disruption of the Covid-19 pandemic on learning and progress. The below document will outline the measures and strategies taken at Nailsea School to help students overcome this disadvantage and catch up.

The term Catch-Up is used broadly as a framework to respond to cohort-specific as well as individual student's needs at Nailsea resulting from previous and on-going disruption to learning as a result of the Covid-19 pandemic. Some students will need different types of pastoral or academic input; some students will require greater or smaller quantities of support. This plan will not account for the myriad of different individual, responsive and bespoke staff (both teaching and support) interventions throughout school which attempt to revisit and ensure all students 'Aspire, Believe, Succeed.'

Recognising the importance of evidence-based strategies and interventions, educational research organisations (and any published research/reports) such as The Education Endowment Foundation (EEF) and the Chartered College of Teaching were consulted whilst formulating and prioritising any selected strategies and interventions.

Number of KS3/4 students used as basis of funding allocation (Lagged – Oct 19): **801**

Number of KS3/4 students on roll Oct 2020: **855**

Allocated funding: **£64,080 (£80 per pupil lagged)**

<b>Summary</b>	
<b>Strategy</b>	<b>Cost</b>
Teaching and Whole School Strategies	£ 26, 487
Targeted Strategies	£17, 580
Wider Strategies	£20, 013
<b>Total</b>	<b>£64, 080</b>

**Issues identified from September 2020 as barriers to learning (e.g curriculum gaps/literacy/attendance/wellbeing**

**B1:** Gaps in students' knowledge and understanding. There are different gaps dependent on circumstance; some students did not engage fully with the work set for students to complete at home throughout lockdown and a small number of students did not engage with our Year 10 programme in June and July.

**B2:** New plans for the school day have logistical implications which could hamper high quality teaching and learning

**B3:** Understanding and identifying gaps of the new year 7 intake without KS2 data

**B4:** Increase in safeguarding and mental health concerns on return from lockdown and students needing to adjust to new school routines and structures

**B5:** Some students having a lack of structure during lockdown required emphasis on periods of sustained focus and intervention

**B6:** Plans continue to be in place for those students that cannot attend school due to COVID. Attendance may be a concern for certain groups for the remainder of the year.

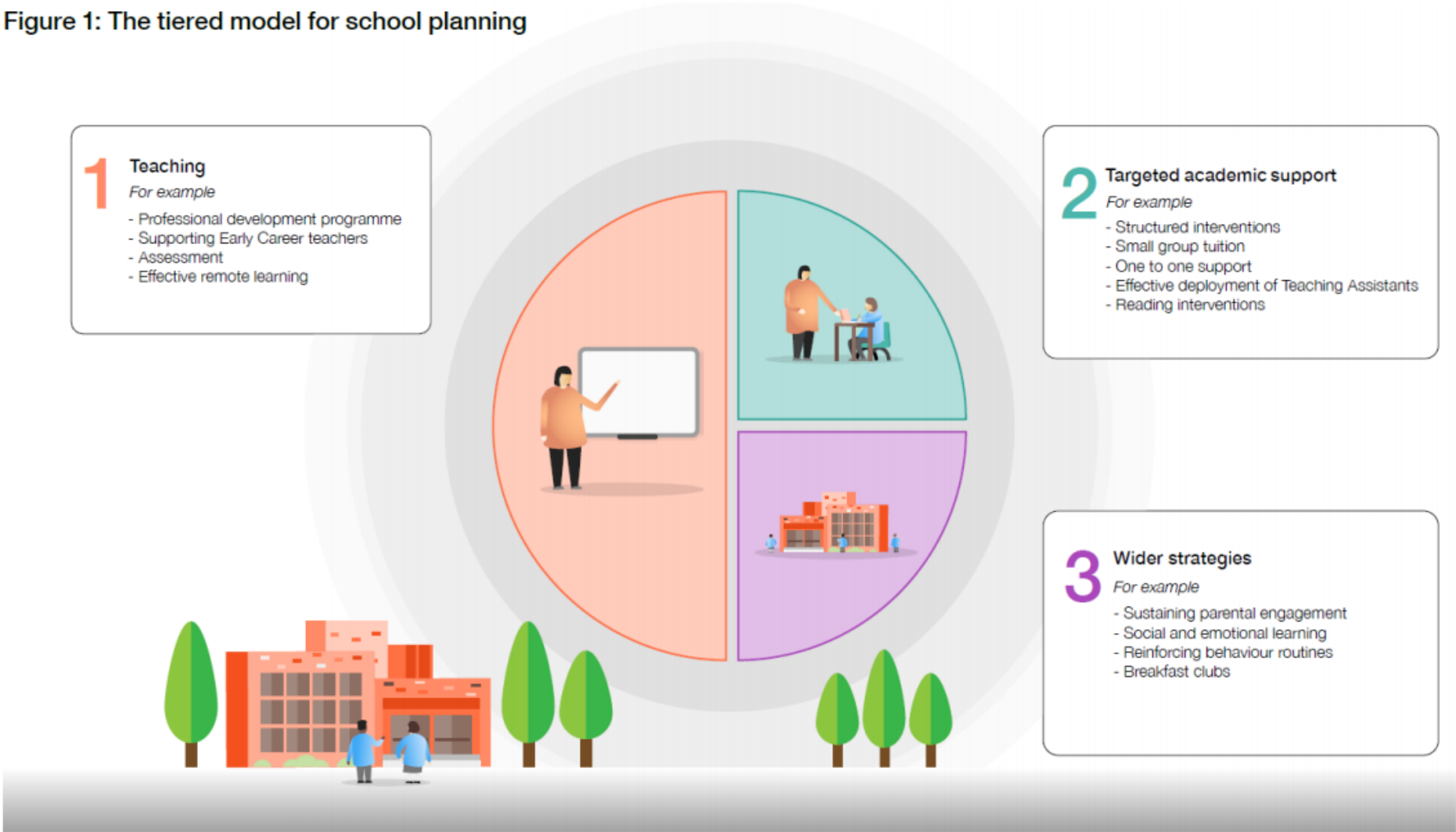
**B7:** Homework variability during lockdown so students need to get back into the habit of completing this to the correct standard

**B8:** Move to virtual meetings with parents and need for ensuring parental engagement remains high

**B9:** Need for regular progress meetings in line management time to measure impact and provide support for students across all Key stages

**B10:** Gaps in 'careers and further education' advice and guidance

Figure 1: The tiered model for school planning



### Teaching and Whole School Strategies

Yr group/K Stage	Actions	Intended Impact	Cost	Oversight	Status
KS3/KS4	<b>B6:</b> Upgrading of Microsoft licenses to ensure staff and students had access to Teams 'Live Event' function for periods of remote learning.	Students unable to be in school can still access school lessons and curriculum successfully. Lessons are available with appropriate resources and support so that students keep up and not just catch up with knowledge and skills covered.	£2,940	LC2	Complete – Nov 2020
<b>QA &amp; Impact</b>	Evidenced in individual class Teams areas. Online LW carried out (5 a week per CL and 3 per SLT member) and evidenced in trackers. Attendance tracked lesson by lesson during T3 and non-attendance reported back to parents through School Comms. For Term 3, submissions across the whole school 79% (in Lockdown 1, 33.5% for Yr7,8,9,10&12).				
Years 10/11	<b>B1:</b> Academic Mentor appointed (20 hours a week, Jan to July)	Students that have struggled to engage with online learning during periods of lockdown are supported in the return to school with accelerated and targeted progress	£7,300	SOR	Complete – Jan 2021
<b>QA &amp; Impact</b>	Caseload of 8 students (years 8 – 11) with a 6 week period of intervention before review. As of May, mentor is on second round of caseload. See Case Studies document.				
KS3/KS4/KS5	<b>B2:</b> Nailsea Toolkit for lesson delivery, both remote and in person, confirmed and shared with staff. Subscription to WalkThru programme and focused personalised training delivered.	Evidence based strategies are used to support students' learning potential in knowing more and remembering more. Students will maximise learning and retain key subject knowledge. Staff use a range of teaching methods to support learning and retention in the classroom leading to improvements in outcomes.	£1,500	LC2	Complete – Term 6 2021
<b>QA &amp; Impact</b>	LW being carried out by SLT and CL (3 per SLT member) and evidenced in QA trackers.				

	<p>Staff have been asked to reflect on their use of the Toolkit (based on the 3 weeks of T4 we were back for) and the common features of a Nailsea lesson. 69% of staff state that they have used this to support the planning of their lessons (49 replies so far, the rest are currently being chased to complete this survey). 81% have been using Aim Higher vocabulary and Aim Higher Booklets in their lessons. 78% using Did you know? to signpost the hinterland in lessons.</p> <p>Staff have completed a questionnaire rating their confidence in each area within Walkthrus. They have selected the group they will be a part of based on the area they are least confident about.</p> <p>First session about the research behind Walkthrus (e.g. Rosenshine, Berger) has been held with a reflection opportunity after. 16% of staff reported having no prior knowledge of Walkthrus.</p> <p>7<sup>th</sup>&amp;8<sup>th</sup> June is the main launch of the year-long Walkthrus CPD.</p>				
<b>KS3</b>	<b>B2:</b> Master the Knowledge booklets produced for KS3 classes. Also used with Year 10.	Frequent Low stakes testing will improve student knowledge of gaps and celebrate success. Tangible evidence of knowledge gaps identified and plugged (through homework, revision and re-testing) before students move onto the next stage	£350	LC2	Complete – Jan 2021
<b>QA &amp; Impact</b>	<p>Classes are beginning to complete their first round of the 100 questions (dependent on number of lessons they've had and the way the timetable falls).</p> <p>Spreadsheet will be completed to show the scores for all students in every subject. The 2<sup>nd</sup> run through in Term 6 will also be logged on here for direct comparison.</p> <p>Learning walks have shown that this was being consistently delivered in KS3 and Year 10 classes.</p> <p>Homework reports to be run to check that this is being set as revision (already evident in subjects where they have covered the 100).</p> <p>Term 6 retesting as the end of year exam at KS3 will give a direct comparison of where they were at the end of T4/ start of Term 5 and where they finish at the end of the year. Year 10 will be retested on this in lessons, again, this will give a direct comparison.</p>				
<b>KS3</b>	<b>B5:</b> Additional staffing in Maths (0.2 fte)	Targeted academic support for students who are identified as needing additional support.	£8, 750	SL	Complete— Sept 2020
<b>QA &amp; Impact</b>	Teacher is teaching Maths to Resource Base Maths students. (16 students – all of whom attended school during lockdown)				
<b>KS3/KS4/KS5</b>	<b>B1:</b> Curriculum Teams to identify 6 key assessments for students to complete over term 5 and 6	Clear approach by staff will ensure content is delivered in time while assessing student progress on core knowledge before moving onto the next stage.	£0	DEL/LC2	Complete – Jan 2021

<b>QA &amp; Impact</b>	<p>Assessment overview documents produced by all curriculum areas showing how and where students will be assessed between T4 and the end of the year.  Data from these to be used to assess students in the next PR reviews  SLT/CL progress discussions in LM meetings  Same document to be used to plan assessment in departments for 2021-22 leading to more accurate PR data</p>				
<b>KS3/KS4/KS5</b>	<p><b>B7:</b> Continue tracking of home learning engagement, following on from positive QA during lockdown (5 hours per week of mentor role)</p>	<p>Home learning will successfully be completed, improving independence of students and supporting progress. Students not engaging will be identified and appropriate intervention (e.g Study Club) to be provided.</p>	£2, 120	DEL/LC2  SOR	Started
<b>QA &amp; Impact</b>	<p>Non-submission of homework is logged through SIMs by all staff and appears on the daily data capture (and is reported home through School Comms).  Students not completing homework tasks will attend detentions (currently in place of Homework Club which is unable to run in the bubbles). Students using the Master the Knowledge booklets in these sessions to make the time purposeful and allowing them more time to revise core knowledge.  Figure for Week 1 of Term 5: 52 pieces of homework not submitted across all year groups (3 in Yr7, 13 Yr8, 11 in Yr9, 20 in Yr10. Non submission of KS5 homework seems to not be being logged as accurately).  Study Club – 25 students invited.</p>				
<b>KS4/KS5</b>	<p><b>B9:</b> Leaders track and monitor strategies closely.  RSL role in place from term 5 as part of PiXI membership – 1 hour per week Terms 4-6</p>	<p>Cycle of plan-do-review will support leaders' understanding of effective strategies in the classroom.</p>	£3, 527	DG	Started – Term 5
<b>QA &amp; Impact</b>	<p>Line management of English and Maths moved to DG - term 5, including regular meeting of Eng/Maths/RSL (replicating meeting held to discuss year 11 in term 4)  Forensic interrogation of year 10 PR2 data used to look at term 6 tutor group organisation using Horsforth Quadrant</p>				
<b>TOTAL COST</b>					<b>£26, 487</b>

### Targeted Strategies

Year group/Key Stage	Actions	Intended Impact	Cost	Oversight	Status
Year 7	<b>B3:</b> Reading Tests to be completed in term 5	Test will identify current reading age and provide support about how best to improve this. Catch up and intervention will be focused on reading age support	£1354	SOR	Started – Term 5
<b>QA &amp; Impact</b>	Parents and staff informed about testing arrangement to be completed in weeks 1-3 of Term 5. Support for students as follows: 29 Yr 7 PP students (10 x Reading Support; 6 x 1:1 support; 6 x Organisation and independent learning group) 28 Yr 8 PP students (4 x Reading Support; 2 x 1:1 support; 7 x Organisation and independent learning group) 25 Yr 9 PP students (3 x 1:1 support; 2 x Organisation and independent learning group) 20 Yr 7 PP students (2 x 1:1 support)				
Yr 11	<b>B1:</b> Tutor groups re worked to have effective and focused revision. Sessions delivered by subject teachers. (HoH time and copying)	Student confidence increases with a clear understanding of what areas are priorities of focus. Groups target student gaps in knowledge and skills required.	£530	CRM/SL	Started- Term 5
<b>QA &amp; Impact</b>	Student voice activity closed on 4 <sup>th</sup> May. 64% of the Yr 11 students that responded agreed that these tutor time activities were more useful than last year.				
KS3/KS4	<b>B4:</b> Safeguarding and Welfare Officer (18.5 hours per week – 0.5 fte since Sept) caseload to support students returning to school for social and emotional support	Targeted intervention with both the students and the families to ensure successful return to school	£ 13, 296	CRM	Completed – Jan 2021
<b>QA &amp; Impact</b>	See Case study documents				
Yr 10	<b>B1:</b> Use of My Tutor 3:1 Programme with a focus on English Language	Identified students (those 2+ grades below target in first piece of narrative writing) make rapid progress with use of external organisation.	£2, 400	SOR	Started – Feb 2021 with sessions

					scheduled at home
<b>QA &amp; Impact</b>	<p>Difficult to judge academic impact of MyTutor sessions due to face-to-face teaching also resuming. Students have made progress (shown in data captures) however this could easily be due to teaching. Student attendance for first 3 sessions was good - over 90%. This has decreased rapidly due to multiple reasons and concerns have been passed on to MyTutor. Reasons for decrease could include:</p> <ul style="list-style-type: none"> <li>• screen fatigue of students who, at this time, were spending a full day online due to remote learning and then needed to attend an hour's tutorial.</li> <li>• of the 10 groups, 5 have reported inconsistency with tutors. Whilst MyTutor do organise replacement tutors when there is absence, this has made it hard for students to build rapport and trust.</li> <li>• Some students have reported asking for feedback from MyTutor but not receiving it - again, this has meant a breakdown in trust and, ultimately 'buy in' from students. Perhaps rapid growth of company has meant that the quality and reliability of tutors has been impacted?</li> </ul>				
<b>Yr 11</b>	<b>B1:</b> Use of PE lesson time for small groups to work on targeted areas of focus	Identified students work on gaps in knowledge in specific areas for a set period of time/	£0		
<b>QA &amp; Impact</b>	Not used to date				
<b>TOTAL COST</b>					<b>£17, 580</b>



### Wider Strategies

Year group/Key Stage	Actions	Intended Impact	Cost	Oversight	Status
Yrs 7/10	<b>B1:</b> Rearranging of tutor groups in term 6 (16 hours of time and copying)	Successful transition of year 7 and 10 into year 11, given the disruption in their first year of secondary school/first year of GCSE courses. Yr 10/11 model to replicate current yr 11 model of targeted subject support to gain student confidence.	£1, 150	CRM/DG	Started – Term 5
<b>QA &amp; Impact</b>	Not possible – evaluation planned in term 6. Current year 11 tutor group student voice being held (closing on 4 <sup>th</sup> May)				
KS3/KS4	<b>B4:</b> Appointment of Pastoral Mentor (18.5 hours a week –0.5 fte Dec to July) with a caseload of students being supported in Boxal and Thrive	Addressing concerns of emotional health and the welfare of targeted students to support them in reducing barriers to engagement/achieve full potential. Increased engagement with some hard to reach families and reduction of behaviour points issued to these students.	£7, 780	CRM	Complete – Jan 2021
<b>QA &amp; Impact</b>	See case study documents				
KS3/KS4/KS5	<b>B4:</b> Continued funding of SEMH counsellor on site (75% of caseload of 6.5 hours a week)	Students requiring a higher level of support return to school successfully with access to SEMH support, especially given increased demand on external agencies	£4, 500	CRM	Complete – Sept 2020
<b>QA &amp; Impact</b>	See case study documents				
KS4/KS5	<b>B10:</b> Meeting with Careers Advisor for all students in years 11 and 13 and targeted support for years 10 and 12 (Terms 3 -5 0.5 FTE – remainder PP focus)	Reduced number of NEET students Successful progression for students on to the next stage of education, employment or training	£6, 133	SOR	Started

<b>QA &amp; Impact</b>	<p>100% of Year 11 students have had face to face (or telephone) interview with impartial advisor.  All PP students have been seen twice.  All but one student has confirmed post 16 pathway (ranging from Nailsea 6<sup>th</sup> form, apprenticeships, Weston College and Access Creative in Bristol) 40 students have dual applications.</p>				
<b>KS3/KS4/KS5</b>	<b>B8:</b> Updating School Cloud to enable virtual subject evenings	Face to face conversations can continue in order to support parents and carers understanding their child's progress and next steps	£450	DG	Completed – Nov 2020
<b>QA &amp; Impact</b>	<p>All year groups have experienced system (year 7, 8, 9, 10 subject evenings and Y11 had 6<sup>th</sup> form interviews)  75% of families in the school invited to make appointments made them using the system and 93% of those that made bookings attended the events.  Feedback from stakeholders on the continued use of them being sought during term 5 looking ahead to next year.</p>				
				<b>TOTAL COST</b>	<b>£20, 013</b>
				<b>TOTAL COST</b>	<b>£64, 080</b>