Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). The government has allocated each school with funding to ensure that students are given opportunities and support to catch up with their peers. This is called the Catch Up premium. The government has allocated £80 per pupil.

"Many children—particularly those from disadvantaged backgrounds, or who are vulnerable in other ways—will have been adversely affected by extended time away from school. Some will have inevitably suffered from the traumatic loss of a loved one or struggled with the loss of familiar routines. In terms of learning, many children may have been unable to access and engage fully with remote learning." EEF Guide to supporting School planning.

Summary Information					
School	Ellesmere Port Catholic High School				
Academic Year	2020-21	Total Catch Up funding	£38,000		
Total No' pupils	922	Number of PP students	251	Date for review	July 2021

Attainment for 2020 leavers		
	PP students	Non-PP students
Progress 8 Score average	-0.08	0.08
Attainment 8 score average	40.7	46.12
% achieving 5 GCSES including English & Maths 9-4.	35.14%	56.04%
% achieving 5 GCSES including English & Maths 9-5.	24.32%	30.77%

Barriers to Learning	
In School Barriers	
A	Gaps in learning due to disrupted schooling from lockdown
B	Challenging social, emotional and behavioural issues from the covid situation
C	Low prior attainment of literacy and numeracy within the disadvantaged students.
External Barriers	
D	Lack of access to internet and laptops
E	Attendance of students and poor engagement from families

	F	Covid related restrictions, family situations impacted by Covid

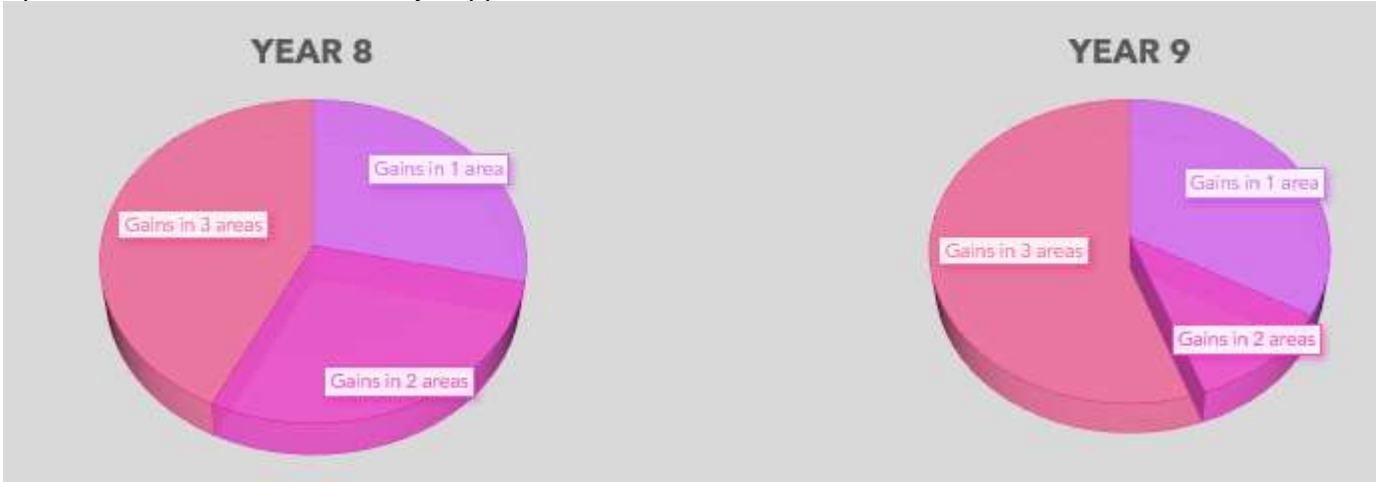| Outcomes		
	Desired outcomes and how they will be measured	Success criteria
A	Increased progress 8 scores in English and maths	There will be no dip in progress 8 scores for the next 2 years.
B	All KS3 disadvantaged students to have at least age related literacy and numeracy scores	Using AR all KS3 disadvantaged students will reach age appropriate literacy and numeracy levels. This will be step 4C at English and Maths
C	Increase the reading ages of all students to a minimum of aged 12 by the end of KS4	All students starting year11 to have a reading age of 12 and above and have access arrangements in place if there is SEN needs that are a barrier to this level.
D	To provide technology to assist those students who have difficulties in recording and accessing work.	Identified students to make accelerated progress on SMID due to their increased ability to record work.

Planned Expenditure								
Academic year: 2020-21								
Outcome area	Planned Action	Time Frame	Intended Impact/desired outcome	Measuring of impact and evidence	Staff responsible	How will you ensure it is implemented effectively?	Cost	Evidence & rationale
A	Specialist English and maths TA support within key identified areas	Sept 20-Aug 21	Support QTF within the classroom to ensure accelerated progress.	Progress on SMID in identified classes	EWO KPE	Data meetings Learning walks	£13000	EEF impact of school closures on attainment gap
A	Specialist teacher to run study skills with KS4	Sept 20-Aug 21	Teach KS4 students effective study skills to be able to make accelerated progress.	Progress on SMID, PPES, Progress 8	SGU VMA	Data meetings SMID data PPE data	£1500	EEF impact of school closures on attainment gap

A	SAMS platform	Jan 2021	An engaging online platform to encourage learning and track progress	Engagement tracker	PBR/ MCA	SLT review/ LM meetings	£0	SAMS research
B	Additional yr 6 teacher to run small group interventions within KS 3 teaching yr 6 basic skills.	Sept 20-Aug 21	Those who are not secondary ready to make accelerated progress.	Progress on SMID in identified students	VMA	Data meetings Learning walks SMID Data	£15500	EEF impact of school closures on attainment gap
B	Oasis classroom for those SEN students at risk of disengagement in KS3 due to SEN needs	Sept 20-Aug 21	To enable a smooth transition for those children with high needs who didn't get an extended transition due to Coronavirus	Entry and exit data for students based in the Oasis classroom on SMID. Achievement and behaviour points	JLO/VMA	Transition meetings Parental/ pupil voice SMID data	£0	Nurture UK
B	To engage students in the year 7 transition period by collaborating with primaries and the Ignite project	Spring term 2021	Collaboration between secondary English and Primary English. Engaging topics and links to primary school	Pupil Voice questionnaires	JLO/ VMA/ EWO	Pupil Voice	£0	National college for teaching and leadership
B/C	Provide specialist dyslexia teaching by employing	Sept 20-Aug 21	Increase the number of students who	Baseline testing of students in the	VMA/SGU	Entry and Exit data	£1500	EEF impact of school closures on

	SGU for an additional day		can access specialist dyslexia teaching	group and exit tests				attainment gap
C	Accelerated Reader to identify and target those with a low reading age.	Sept 20-Aug 21	All students to complete a reading test to give a baseline age, communicate to teachers, target those with a low baseline.	AR assessment reports	JLO/ DEM/ PDN	Above average increase in reading age	£0	EEF impact of school closures on attainment gap
C	To increase engagement and accessibility of books during Coronavirus restrictions by purchasing MyON	Sept 20-Aug 21	All students to have access to online reading material in event of tightening restrictions.	MyOn reading data reports	JLO/ DEM/ PDN	Pupil Voice	£1000	EEF improving secondary Literacy
C	Amber guardians reading programme to target those most in need of literacy support in KS3 and 4	Sept 20-Aug 21	Increase the number of students who can access specialist dyslexia reading strategies.	Baseline testing of students in the group and exit tests	SGU/GWI/ VMA	Baseline testing ZPD score from AR	£500	EEF improving secondary Literacy
D	Provide laptops to identified students who need to make accelerated	Sept 20-Aug 21	To provide laptops to those who need additional	Parent and pupil voice, SMID data, work scrutiny.	VMA/ SBL/ CJN	Data Pupil/ parent voice	£5000	EEF impact of school closures on attainment gap

	progress and have additional sensory needs.		online support and who have sensory issues that prevent engagement.					
						TOTAL:	£38,000	

Evidence 20-21		
Outcome area	Planned Action	Evidence
A		SAMS platform Engagement

Key Data up to July 16th (End of Year)

Group	Task Hours	Task Hours Per Student	Active Learners	Average Score on Revise
Whole School	3071	6.01	71%	65%
PP	1089	7.40	62%	66%
Non PP	1982	5.22	75%	64%
SEND	945	9.21	72%	57%
Non SEND* Filter problem awaiting fix				
EAL	353	9.49	75%	52%
Non EAL	2717	5.43	70%	66%

To view overall usage – Click on Reports – Usage

To view usage by students – Click on Reports – Progress – Year Group – All – Clock

Specialist English and maths TA support within key identified areas
Progress 8 maths: 0.45 (increased from previous year by 0.66)
Progress 8 English: 0.5 (increased from previous year by 0.54)

		Specialist teacher to run study skills with KS4: **6 identified students in group study skills, 3 supported in 1:1 sessions.** Specialist Teacher to run literacy support sessions for KS3
B		Oasis classroom for those SEN students at risk of disengagement in KS3 due to SEN needs **Oasis Year 7: 18 Students** **Oasis Year 8: 22 Students** Provide specialist dyslexia teaching by employing SGU for an additional day
C	Increase the reading ages of all students to a minimum of aged 12 by the end of KS4	Accelerated Reader to identify and target those with a low reading age. **Reading ages on Arbor and shared with teachers.** **Average increase in reading age for year 7: 10 months** **Average increase in reading age for year 8: 13 months**

| | | To increase engagement and accessibility of books during Coronavirus restrictions by purchasing MyON

Amber guardians reading programme to target those most in need of literacy support in KS3 and 4

Overview of the year.

Autumn term.
We started our usual phonic based intervention programme:
Year 7 = Talisman 1
Year 8 = Talisman 2
Year 9 = Amber Guardians

Evaluation.
Usually we'd group by ability but we kept to year group bubbles. Logistically, it made things easier. This is something we'll keep.
Baseline tests completed in September but Feb review never took place due to lockdown.

Spring term.
National lockdown.
We uploaded work on Teams and offered drop-in support sessions.

Evaluation.
Students already had lots of work set by main subjects.
Adapted our approach and uploaded consolidation games/ activities instead.

Summer term.
We developed 2 new, skills based units to focus on reading for meaning and structured writing.

Evaluation.
Both units have been successful. The students engaged well with the materials.
We will look to build these into our regular programme next year. |
| D | To provide technology to assist those students who have difficulties in recording and accessing work | 174 laptops distributed and participation of students monitored. |