



## QUEEN'S PARK HIGH SCHOOL

### Coronavirus (COVID-19) Catch-up Premium: 2020-21

#### 1. Coronavirus (COVID-19) Catch-up Premium: Introduction

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. The DfE has also set out the following curriculum expectations, to ensure that all pupils – particularly disadvantaged, SEND and vulnerable students – 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.

At QPHS, we are keen to support all our learners to return back to the routine of school and have high expectations of themselves and others. We need to maximise the learning from lockdown and continue to shape and adapt our curriculum and remote delivery to ensure that our learners are provided with the best possible opportunities for success with the necessary support in place to help them achieve it.

#### 2. Summary information: 2020-21

School	Queen's Park High School				
Academic Year	2020-21	Catch-up Premium	£39,200	Date of Review	July 2021
KEY STAGE 3			KEY STAGE 4		
	Number of Students	Number of PP		Number of Students	Number of PP
Year 7	107	41 (38.3%)	Year 10	62	18 (29%)
Year 8	133	41 (30.8%)	Year 11	87	22 (25.3%)
Year 9	101	32 (31.7%)			
<b>Total</b>	<b>341</b>	<b>114 (33.4%)</b>	<b>Total</b>	<b>149</b>	<b>40 (26.8%)</b>

### 3. Planned Expenditure: 2020-21

During the lockdown from March 2020 through to September for our KS3 and KS4 students, we aimed as far as possible to ensure that our curriculum delivery was adapted towards remote learning but remained broad and ambitious. We have based our catch up spending using the EEF guidance which suggests a 3 tiered approach for curriculum recovery:

#### a. Teaching

- i. High quality teaching for all
- ii. Effective diagnostic assessment
- iii. Supporting remote learning
- iv. Focusing on professional development

#### b. Targeted academic support

- i. High quality one-to-one and small group tuition
- ii. Teaching Assistants and targeted support
- iii. Academic tutoring
- iv. Planning for pupils with Special Educational Needs and Disabilities (SEND)

#### c. Wider strategies

- i. Supporting pupils' social, emotional and behavioural needs
- ii. Planning carefully for adopting a Social and Emotional Learning Curriculum
- iii. Communicating with and supporting parents
- iv. Supporting parents with pupils of different ages
- v. Successful implementation in challenging times

We recognise that we will need to adapt our support and intervention over the coming months depending upon the implications of the Pandemic.

#### 4.1 Academic Recovery: Teaching and targeted academic support (including literacy and numeracy)

Programme / Activity / Approach to include:	KS3	KS4	Notes
GCSEpod package for Years 10 and 11.		✓	Three year package OLI
ExamPro package for Years 10 and 11		✓	HEL
Mentoring programme (academic) and IAG for next steps		✓	CUT/WAS
Targeted Literacy and maths tutoring for students in Year 7	✓		YEO
Subject specific tutoring programmes/online resources e.g. Maths mastery, Educake	✓	✓	CTLs
Year 6 - 7 Transition programme including baseline CAT assessments	✓		SLT

Faculty based catch-up strategies e.g. online resources, revision guides, text books	✓	✓	CTLs
Increased provision of laptops	✓	✓	SLT
IT equipment to enhance remote teaching and learning (Visualisers/tablets etc)	✓	✓	HEL
Additional reprographics costs (resource packs for students without remote provision)	✓	✓	TALS
Professional development for staff (and students) in the use of Microsoft Teams	✓	✓	SLT
<b>Projected Spending</b>			<b>17,200</b>
<b>4.2 Wider Strategies</b>			
<b>Programme / Activity / Approach to include:</b>	<b>KS3</b>	<b>KS4</b>	<b>Notes</b>
Pastoral Support - KS3 Intervention Lead	✓		SCA
Resources for well-being activities	✓	✓	WIL
Additional mental health/counselling support	✓	✓	BYR
New system for Parents' Evenings to ensure effective home-school communication	✓	✓	HEL/TALS
Additional mobile phones for home-school pastoral support communication	✓	✓	FINANCE
<b>Projected Spending</b>			<b>£22,000</b>

### 5. Intended Impact / Success Criteria

The impact of such funding will be monitored through assessment data, attitudes to learning, attendance both to school and remote learning, behaviour, homework and use of available services.

- Overall school attendance will be 95% or above.
- Positive reintegration into school for all our learners with needs being met and a reduction in exclusions.

Effective communication with home which we will be through Edulink, e-mails, letters and surveys, ascertaining how effective our provision is for our learners, particularly in the event of further closures.

Exam cohort students will feel prepared for their examinations in the summer and any gaps in knowledge will have been addressed through either teaching and learning in the classroom or through independent learning supported by online packages.