

ST SAVIOUR'S AND ST OLAVE'S COVID-19 CATCH UP FUND REPORT

Strategy Statement:

Our aim is raise the attainment of students most affected by COVID-19 school closures

| ACTION | TARGET | RATIONALE | MONITORING And EVALUATION | OUTCOME SUCCESS CRITERIA | TIME SCALE | BUDGET |
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| English Provide students with a revision guide for each part of the English Language and English Literature exams. | Year 11 | Under achievement in English End of Year 10 exams sat during 2020 lockdown. | Progress from November mock exam to January to March. | Students' progress in mock exams and in-class assessment progress. | January 2021 and March 2021 after each mock exam. | £937.50 |
| Science Provide students with individual Science textbook that can be used at home for revision, extension and remote learning. This learning package will supplement their understanding through quizzing that is accessible by mobile phone. | Year 11 | Students under achievement in Science with respect to their GPT. The underperformance was evidenced in their mock examination. Most of the students had limited ability to access to online learning. | Mathematical analysis of mock week 2 performance against mock week 1 performance in November 2020 | A greater proportion of students achieving their GPT | March 2021 | £2,250 |
| RS Year 13 Provide each student with a course companion resource for each of the units, Philosophy, Ethics and Christianity. | Year 10-13 | Year 13 Disrupted learning during lockdown and subsequent isolating. This can be seen in the standard of work produced and | March Mocks Internal RS assessments Quality of work produced in class and for homework | Year 10 and 11 - 100% 9-4 at GCSE All students in Y13 to meet or surpass their ALPs target | At the end of the individual lecture series March mocks for Y11 and internal RS | £1,000 |

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| <p>All students attend an online Candle Conference Masterclass on Essay Writing and Effective Evaluation – 21/2/21 – key area for improvement following mocks and a chance to embed best practice</p> <p><u>Year 12</u> Students to access online Peped OCR Course for all three units and access is for 2 years. Students will utilise this independently and as directed by the teacher.</p> <p>Provide each student with revision guides for each of the 3 units</p> <p>All students to attend 5 45-minute lectures on Arguing for God’s existence between Feb/March - Candle Conference</p> <p><u>Year 11</u> Provide all students with a 2 workbooks that cover the entire GCSE course (Paper 1 and 2) to utilise independently or as directed by teacher</p> <ul style="list-style-type: none"> • Access to Salvation Lecture series mainly for HPA students – 5 1-hour lectures (April-May) focusing on the key concept areas – once accessed can be used by the department for all students | | <p>assessment week results.</p> <p><u>Year 12</u> Disrupted learning during lockdown. Students lost structure and this can be seen in the standard of work produced (age appropriate) and October assessment week results.</p> <p><u>Year 11</u> Disrupted learning during lockdown and subsequent isolating. This can be seen in the standard of work produced, motivation and resilience of the students and November mock results.</p> <p><u>Year 10</u> Disrupted learning during lockdown and subsequent isolating.</p> | <p>Student feedback</p> <p>Student attitude, motivation and well-being</p> | <p>All students in Y12 to be on track to meet or surpass their ALPS target at the end of the two-year course</p> | <p>mocks for Y12, 13</p> <p>End of unit assessments and end of year exam – Year 10 And Y13 May internal RS mocks</p> | |
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| <p><u>Year 10</u></p> <ul style="list-style-type: none"> Provide all students with a 2 workbooks that cover the entire GCSE course (Paper 1 and 2) to utilise independently or as directed by teacher | | | | | | |
| <p>MFL Provide Year 11 students with grammar and vocabulary AQA work booklets.</p> | Year 11 | They are key exam groups and have lost crucial learning time. | Improved outcomes at GCSE and improved mental health for our students. | Be able to catch up with grammar skills independently or /with our support if needed. | May 2021 | £907.00 |
| <p>History Provide students with 2 downloadable revision webinars with activities which will be available from February for the Crime and Punishment and Early Elizabethan England unit.</p> <p>Provide textbooks for the Early Elizabeth unit for students to use for virtual lessons when students are self-isolating.</p> <p>Provide textbooks for Crime and Punishment for students to use for virtual lessons and to identify gaps in their knowledge.</p> | Year 11 | Students had to complete tasks for the Crime and Punishment unit at home without a teacher available to support them. Their study of the Elizabeth unit was also disrupted with by the number of students self-isolating. | Student feedback and performance in March mocks. The revision webinars will be excellent as preparation for the mock exams | Students will have the resources to consolidate their knowledge and understanding of the areas of the curriculum delivered on Google Classroom. The webinars will help them to develop their exam skills and revise content | March 2021 | £1082.46 |
| <p>Geography Five40Geog, 40 minute online interventions. Purchase revision materials (revision books, flash cards and videos)</p> | Year 11 | Mock exam results show students affected by lockdown. | Participation in online and in-person intervention sessions. Assessment and mock exam results. | At least meet, and exceed where possible, predicted grades. | January to June, with review at Easter to identify improvements | £500 |

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| that will accompany the intervention sessions. | | | Use of materials – assessed through survey(s). Summer exam results. | | that can be made. | |
| <p>Social Sciences Sign targeted students up to Tutor2u catch up courses.</p> <p>Purchase revision guide and workbook for students to help them with efficient revision prior to exam.</p> | Year 10-13 | <p>Learning lost through remote learning not being as effective as in class learning and have exams in January (Y11) and in the summer (all other year groups). This lost learning is demonstrated both qualitatively in terms of students' confidence levels and quantitatively through assessment marks and mock results.</p> <p>Evidence in assessments and mock exams. Year 11&13 content delivery is behind compared with previous years.</p> <p>Very heavy content load which has not</p> | <p>Success will be evaluated with regards to improvement in assessment marks.</p> <p>Improved exam marks compared with mock marks.</p> <p>Improved confidence and assessment marks.</p> | Students will cover the content they were taught remotely and therefore be more confident with that material and perform better in exam questions. | Courses can begin immediately and will take up to nine weeks. Monitoring and evaluation will occur after week 1, 4, 8 and 10. Success will be seen via increased marks in assessments. | £1,000 |

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| | | been reduced by Ofqual. | | | | |
| <p>Btec Sport</p> <p>Run additional coursework sessions on Saturdays – this will allow students to come in and dedicate a day to completing coursework or adding adjustments to improve coursework grades.</p> <p>Provide students with take-away resources (text book and revision guides) this will assist learning and coursework write up at home.</p> | Year 11 | Students lost the opportunity to complete an exam in U1 as well as a coursework-based unit of work. | Completion of coursework and increase of coursework grades. | Students will have the opportunity to work more effectively at home. Students will have gained one on one support from myself and another member of staff. | January to Easter | £471.33 |
| <p>ICT</p> <p>Provide students with resources that use a TIME method of programming (Try-Investigate-Make-Evaluate, similar to Sue Sentance’s PRIMM) to help develop skills in a stepped way through the use of scaffolds. The subscription would help give access to practice papers for GCSE and A Level, as well as 3 a day and 6 a day exam practice questions and walking talking mocks. This would be helpful in developing their exam technique and technical language.</p> | Year 11 and 12 | Programming knowledge of students from Years 10-13 was lost during lockdown as noted in October’s Middle Leader Monitoring report. We had begun the programming units at the start of March and carried on during lockdown, but students found it quite difficult to use the new software and learn to program at the same time. End of Year assessments also showed that this was | Assessments will be given in the middle and end of the term to help gauge effectiveness. | Students will be able to confidently and independently create a range of programs using Python. As a result of using the revision resources they will achieve better exam outcomes. | January – Baseline assessment of programming skills for each group. Use resources with GCSE and A level classes to help develop programming and exam technique. | £233.30 |

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| | | the weakest area across all key stages. In addition, there are resources which will help with exam technique and revision across KS4 and KS5. This is also another key area which has needed revisiting this year due to time lost. | | | help gauge development of programming skills and exam technique. End of Spring term – End of term assessments help gauge overall effectiveness of resources. | |
| <p><u>DT: Resistant Materials and Food</u> Provide key students with the following:</p> <p>Grade 9-1 GCSE Design & Technology Revision Guide</p> <p>Grade 9-1 GCSE Design & Technology Exam Practice Workbook</p> <p>Grade 9-1 GCSE Food Prep & Nutrition Revision Guide</p> <p>Grade 9-1 GCSE Food Prep & Nutrition Exam Practice Workbook</p> <p>AQA GCSE Food Prep & Nutrition Student Book</p> <p>New Exam Practice Papers (Food Prep & Nutrition)</p> | | The students have been greatly disadvantaged due to the school closure and have the least amount of time to close the gap. Various students have had difficulties accessing technology and many of those who could, had to share devices between siblings. This is most evidence within their NEA as students made limited progress with this during this time. As well as this their first mock exam grades were not as | <p>Through quizzing the students on various topics, we will be able to judge the impact the guide books have had.</p> <p>Google classroom activities will also be used in the event of school closure or similar.</p> <p>The NEA is regularly accessed and will continue to be monitored over the course of the year. Through monitoring their work, the department will be able</p> | All students will feel more secure in their knowledge and that small revision groups can be formed where students regularly quiz each other. Students will have an excellent opportunity to secure knowledge learnt at school by using the question books at home. Students on both courses will be better resourced to | Both aspects will be reviewed half termly | £1250.00 |

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| £81.00 | | high as expected for this time of year, which is a direct reflection for the impact that this has had on their learning. | to evidence their progress and the success of provisions. | work on their NEA and that the department will be better prepared for those who need to work from home | | |
| Music Provide drop down days modelled on our current PSHCE days for year 8 students. | | This group are not currently receiving music curriculum lessons due to curriculum change made to support whole school recovery programme | Students engagement in sessions. Student voice Engagement with extra-curricular once we start again - they are currently very under-represented in activity registers. Uptake at KS4 | Year 8 students maintaining their interest in the subject and not falling too far behind. Sessions would be planned with an eye on our department curriculum map. | Spring Term 2021 | £1250.00 |
| Drama Purchase a subscription to National Theatre to allow students to access plays at home and revise and highlight key scenes for the exam. | Year 7 | We cannot at present access live theatre and accompany students on trips. Section C of the exam requires a 'live theatre' response and currently we are struggling to meet this requirement. The exam board have not made any changes to | By analysing the results of section C using AQA results hub. | Students will be able to watch key productions for their final exam. Students will be engaged and ready for their exam and the success criteria will be their exam results for this | January – June 2021 | £24.96 |

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| | | the Drama written exam. | | section of the exam in the Summer. | | |
| Year 7 A one-day trip to the School Fields where Outward instructors will lead a range of activities throughout one day (possibility of a 2-day event). | Year 7 | Lost transition/year group bonding residential experience at Outward Bound, Wales | Improved concentration and resilience in class, reduction in friendship issues. | Team work, creative thinking, resilience. | Trips to take place in January 2021. Review by February ½ term. | £1202.04 |
| Year 11 Action Tutoring – this will help students bridge the gap in maths. Revision strategy booklets – Year 11 need to do a significant amount of self-directed learning and this booklets by CGP will help to direct them on how to revise independently alongside various techniques. | Year 11 | As a cohort they have missed out on a significant amount of learning due to lockdown. This will have an impact on their outcomes as they approach their GCSEs. We also need to target students who are at risk of not getting a grade 5 in maths who may be unable to access further support outside of school. | Reviewing mock and RoPs data Student voice through school council | Students predicted grades to improve following their mocks. Students to feel much more confident about revising independently and therefore begin to do it more frequently and smartly. | Action Tutoring – tbc depending on tutors' availability Revision booklets January 2021 | £1250.00 |
| 6th Form Maths tutoring for students who did not achieve a grade 4 in GCSE Maths. | Year 12 and 13 | By not achieving a grade 4 in Maths GCSE and needing to retake this – these students are already disadvantaged by not | Analyse GCSE results | Increase in pass rate at Summer Maths exam – compared to average pass rate in retake exam in previous years | Engagement and attendance can be continuously reviewed throughout – | |

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| | | having this qualification and by needing to study for it when they need to catch up lost learning in their A Level subjects it becomes a barrier to overall success and options for University. | | | Overall review to happen after June 2021 results | |
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