



Covid-19 Catch-up Funding Plan Draft

Context

The government has funded a one-off universal £650 million catch-up premium to support children and young people to catch up lost time after school closure. As an eligible organisation, Deer Park school will receive £73,840 as part of the overall catch-up premium. Our funding is calculated on a per pupil basis at the rate of £80 per pupil from Year 7 through to Year 11.

CDPS Catch-up Funding Plan

Deer Park school has adopted a three-tiered approach as part of our response to our pupils' lost time due to the impact of the pandemic. These are addressed through barriers to learning caused by the pandemic.

Tier 1 – Teaching and whole-school strategies

- High quality teaching for all
- Effective formative and summative assessment to assist diagnosis of pupils' attainment and rates of progress.
- Supporting remote learning through pedagogy and technology
- Focus on professional development.

Tier 2 – Wider Strategies

- Supporting pupils' wellbeing and social and emotional needs
- Communicating with and supporting families
- Successfully implementation of strategic and operational plans in the pandemic

Tier 3 – Targeted support

- High-quality 1-2-1 tuition prioritising pupils in receipt of pupil premium
- Teaching assistants and targeted support for SEND pupils.

Issues identified as barriers to learning as a result of the pandemic	
Barrier 1	Literacy skills (accelerated reader has not been running during the remote learning). Focus on Year 7
Barrier 2	Gaps in curriculum identified by Heads of Faculty
Barrier 3	Ensuring the school is ready for further remote learning (further lockdowns)
Barrier 4	Ensuring all pupils can access online learning at home
Barrier 5	Ensuring our PP pupils are making academic progress in-line with their peers following lockdown
Barrier 6	Developing pedagogy in face-to-face socially distanced teaching
Barrier 7	Ensuring our SEND pupil are making academic, social and emotional progress post lockdown
Barrier 8	CEIAG gaps particularly around Post-16 transition is closed post lockdown
Barrier 9	Maintaining high attendance during remote learning
Barrier 10	Pupils' wellbeing: pupils adjusting to the new school routines and structures
Barrier 11	Staff wellbeing: pupils adjusting to the new school routines and structures
Barrier 12	Proactive response to anticipated increase in safeguarding issues following lockdown
Barrier 13	Ensure parental engagement and communication is maintained during remote learning and socially distancing era
Barrier 14	Plans for school day and on-site logistics responded to preserve high-quality teaching and learning

Tier One: Teaching and Whole School Strategies

Year	Code	Lead	Actions	Predicted Impact	Cost
Y7	T1.1		B1: use tutor time to rota in reading sessions each week to support the programme of timetabled AR lessons in English.	Track progress of AR reading progress for all Year 7 pupils prior to informing English setting in Y8 onwards	£0
Y11	T1.2		B2: Planning and curriculum adjustments in all subjects to ensure the lesson time remaining in the academic year is sufficient to cover all syllabus content required by the exam boards	Planning between short and medium term will ensure content is covered but plans are nimble enough to respond to further disruption or external changes from regulators	£0
Y10	T1.3		B2: Longer term curriculum and planning adjustments to ensure remaining curriculum time for Year 10 is sufficient to cover the exam content required	Planning long-term will ensure content is covered but plans are nimble enough to respond to further disruption or external changes from regulators in anticipation of 2022 exam adjustments	£0
Y10&Y11	T1.4		B2: Ensure that all teachers delivering KS4 exam subjects are trained up in their exam specification following the revisions made by the exam boards in the Autumn Term 2020 (LL).	This will support potential staff absence and/or specification changes which lead to the curriculum being altered and a need for more expertise in different parts of the specification	£0
Y7 to Y11	T1.5		B2: No pupils to miss learning time to avoid any further gaps in knowledge, unless specifically targeted for Intervention Tuition (see Tier 3: Targeted Support)	All pupils need to be in the classroom, face-to face with their teachers. The importance of which has been amplified throughout each lockdown	£0
Y10	T1.6		B2: After school (lesson 6) intervention for Y10 bespoke to subject needs to cover areas of the curriculum and close gaps which have been missed due to lockdown	Prioritise Year 10 and plug gaps in curriculum knowledge and prepare the pupils for their examinations in 2022 (We anticipate that revisions will be made to the GCSE content in light of the disruption to Year 10 learning this year)	£tbc
Y10	T1.7		B2: purchase revision guides for all pupils in Year 10 to ensure revision can be completed at home.	Improved attainment between end of lockdown and the first of the cohort's mock. Consistency over setting of revision homework and guarantee of alignment with syllabus and exam board	£4000 (£5 per guide, 4 per pupils x 200pupils)
Y7-9	T1.8		B2: Effective learning club (ELC), 1-hour Monday to Thursday and open to all pupils in KS3 who need additional revision/ teaching after school	ELC should plug gaps in curriculum knowledge and support pupils in developing effective learning habits	£tbc
Y7-11	T1.9		B4: Ensure that all pupils have access to the internet and a suitable digital device at home. Using the DfE's scheme and other local supply (Including applying for grants available to support with this)	All pupils will have access to online learning for self-isolation, lockdown or regular homework	£0
Y7-11	T.10	SB	B9: Continue the monitoring of engagement remote learning through all lockdowns, maintaining the high	The success of CDPS' remote learning during the first lockdown prevented knowledge gaps growing too large and it is imperative that we maintaining	£0

			uptake from the first lockdown. Teachers log on CPOMs, Pastoral Team follow-up and SLT monitor KPIs	engagement and positive momentum until we're past the lockdown phase of the pandemic	
Y7-11	T1.11		B14: Purchase visualisers for every classroom to respond to the limitations of socially distanced teaching	This supports modelling from the front of the classroom and best practise from Rosenshine's Principles of instruction	£3,500
Y7-11	T1.12		B14: Purchase remotes for staff, glue sticks, mini-whiteboards and pens for all pupils as needed	This will allow staff to check for understanding, deploy resources and ensure engagement while socially distanced	£2,000
Y7-11	T1.13		B6: CPD focus on Rosenshine's Principles of Instruction for face-to-face and remote teaching	Rosenshine's principles and other evidence-based teaching are supporting pupils in knowing and remembering more. Teachers are developing evidence informed practice which will enhance teaching and learning post-pandemic	£0
Y7-11	T1.14		B6: adjustments made to Inservice training, CPD and Appraisal to reflect the focus on developing remote teaching pedagogy	Teachers able to share and transfer best practice remote teaching leading to pupil learning being optimised.	£0

Tier Two: Wider Strategies					
Year	Lead	Code	Actions	Predicted Impact	Cost
Y7-11	SB	T2.1	B5, B9: Pastoral team monitor attendance throughout lockdown periods, targeting support to specific pupils, prioritising PP pupils and other vulnerable cohorts	Regular interactions with staff encourage pupils to attend and parental/carer support and engagement in home learning	£1,500
Y7-11	SB	T2.2	B9: weekly tutor time led by tutors to touch base with tutees and wellbeing check	Pupils maintain pastoral links with school and tutor session nurtures CDPS community values	£0
Y7-11		T2.3	B3: Regular review of the school's remote learning provision to ensure that it meets the government's requirements and the ambition of the school	The up-to-date nature of the remote plan reduces the impact of pupils self-isolating and the extended periods of remote learning on pupil attainment and progress	£0
Y11		T2.4	B8: Ensure all Y11 receive a 1:1 career interview, outside of lesson time	This is essential guidance and support, and running interviews in the summer term ensures that all pupils will have up-to-date guidance before moving on to their next steps, post CDPS	£0
Y7-11	SB	T2.5	B7, B10: Re-introduce socially distanced breakfast provision for pupils identified by Pastoral team	It is important that pupils identified by the Pastoral team are well fed prior to their school day	From PP plan
Y7-11		T2.6	B13: Virtual events and meetings in place, including remote parents' evenings using a 3 rd party software company to ensure regular dialogue between home and school	To maintain communication between home and school, and continuance of communication service from CDPS to the wider community	£620

Tier Three: Targeted Strategies					
Year	Lead	Code	Actions	Predicted Impact	Cost
Y7-11		T3.1	B2, B5: CDPS Intervention Tutor Programme* Pupils identified by HoF/SLT (with priority given to PP pupils) with knowledge gaps given 1-2-1 tuition from in-house intervention tutors specialising in English, Maths, Science and Humanities over a 12-week programme. Progress of pupils tracked against key assessment points such as mock exams	Pupils with gaps in knowledge from the first lockdown given have gaps closed in EBacc subjects allowing them to continue with their GCSE programme alongside their peers	£36,600 <i>Additional costs will be added as provision extends into terms 5 and 6</i>
Y7-11		T3.2	B10, B12: targeted support from Pastoral team and Safeguarding leads for those pupils at risk of developing safeguarding concerns	CPOMS logs show anticipated safeguarding increase dealt with rapidly and	
Y7-11		T3.3	B7: Direct leadership time from the SENDCO to maintain intervention programmes (lift+) for pupils prior to lockdown.	The pupils who benefit from this programme will make rapid progress in literacy and numeracy.	£0

*** Graduate Internship Intervention Tutor programme**

The school has invested a significant proportion of its Covid Catch-up Funding in a Graduate Internship Intervention Tutor programme. Following the Education Endowments Funds recommendations for targeted support, Deer Park School has recruited and trained a small team of Intervention tutors to provide high-quality one-to-one and small group tuition to specific pupils as part of our catch-up plan. The Intervention Tutors are all recently qualified, high-quality university graduates who underwent a rigorous assessment day to test their suitability for the role. They have undergone an extensive training programme devised and run by the school which draws on evidence informed practice to ensure the pupils' gaps in knowledge and understanding closes rapidly. The subject expertise of the tutor team covers English, maths, science, and humanities to first and upper second-class degree level, as well as a range of foundation subjects to top grade A Level and GCSE. The Intervention Tutors work closely with our Faculties and teaching staff along with their tutees to maintain an effective three-way relationship. The school has employed the tutors for the duration of the spring term working in school for around 25 hours per week. Each tutor will support a number of tutees identified by the school in need of specific subject support as well as broader support in study skills.

Impact

The impact of the work of the Intervention Tutors will be drawn from formal assessments, on-going assessment provided by both the tutors and subject staff. Feedback from the pupils, and parents as well as the outcomes from the pupils' final GCSE grades.

Accountability

The Intervention Tutors are accountable to the school for the pupils who they tutor. The line of accountability extends to Richard Clutterbuck, Deputy Headteacher, who directly line-manages the team of Tutors. Deer Park School's Local Governing Body (LGB) are scrutinising the schools' approaches to catch-up, particularly the efficacy of this Intervention Tutor programme, through their schedule of LGB meetings.

Summary of Catch-up Funding Allocation	
3-Tiered Strategy	Cost
Tier 1: Teaching and whole school	£9,500
Tier 2: Wide school strategies	£2,120
Tier 3: Targeted strategies	£36,600
Total	£48,220
Allocation	£73, 840
Balance to be spent	£25, 620