



## **Holmleigh Park High School COVID-19 Catch Up Report**

### **Approval and review:**

This report is the responsibility of: Headteacher

This report was approved by the Local Governing Body on: 21 January 2021

## Part One: Introduction

### 1. Overview

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. Whilst headteachers will decide how the money is spent, the Education Endowment Foundation has published [guidance on effective interventions to support schools](#). For pupils with complex needs, schools should spend this funding on catch-up support to address their individual needs. There is also an allocation of £350 million for a [National Tutoring Programme](#), intended to deliver proven and successful tuition to the most disadvantaged and vulnerable young people.

### 2. Curriculum Expectations

The DfE has also set out the following [Curriculum Expectations](#), to ensure that all pupils – particularly disadvantaged, SEND and vulnerable pupils – 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.

### 3. Remote Education

The DfE asks that schools meet the following key expectations:

1. Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content...In particular, schools may consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading.
2. Aim to return to the school's normal curriculum in all subjects by summer term 2021.
3. Plan on the basis of the educational needs of pupils. Curriculum planning should be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills.
4. Develop remote education so that it is integrated into school curriculum planning.

### 4. Use of Catch Up Funding

Schools should set out how they will allocate the additional funding to support curriculum recovery this academic year. The EEF guidance suggests a 3-tiered\* approach:

#### 1 Teaching

- High-quality teaching for all
- Effective diagnostic assessment
- Supporting remote learning
- Focusing on professional development

## 2 Targeted academic support

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

## 3 Wider strategies

- Supporting pupils' social, emotional and behavioural needs
- Planning carefully for adopting a Social and Emotional Learning curriculum
- Communicating with and supporting parents
- Supporting parents with pupils of different ages
- Successful implementation in challenging times
- **Ofsted** will conduct interim visits to schools between **28 September and December 2020** and will discuss with school leaders how they are ensuring that pupils resume learning the school's curriculum, including contingency planning for the use of remote education and the use of catch-up funding.

## PART TWO: PROJECTED SPEND

### 1. Income

<b>School:</b>	Holmleigh Park High School	<b>Allocated Funding (Catch Up)</b>	£79,760
<b>Total Number of Students</b>	1113	<b>Allocated Funding (National Tutoring Programme)</b>	Not yet known
<b>Number of Sixth Form Students</b>	36%	<b>% Eligible for Pupil Premium</b>	36%

### 2. Projected Spend 2020-21

Activity	Projected Spend	Impact and Monitoring	Evaluation
Contribution towards 2x intervention teachers	£40,000	We employ two full time specialist intervention staff whose entire timetables consist of small group intervention teaching for those behind standards.	3x per year through GL Assessments  PMR of the relevant staff
GL Assessment	£3,000	Access to the full GL Assessment Suite for 3x assessments per year, allowing us to assess students' numeracy and literacy in Years 7-10	GL Assessment Data
Contribution towards fully online curriculum	£15,000	HP's contribution towards the cost of producing full video lessons for the entirety of the GLT curriculum. This will allow any students self-isolating to follow lessons concurrently to their peers in school.	Google Classroom Metrics (number of students watching each video)  Online Work Trackers (number of lessons completed to a high standard)
Academic Mentor	£5,000	We are paying for a full time academic mentor (partially reimbursed by Teach First) to work with students who are not yet reaching expected standards	PMR

Purchase and loan of additional IT equipment	£10000	On top of DfE allocations for COVID-19, we have invested in additional laptops for students to use, as well as laptops, webcams and visualisers to allow staff to deliver lessons from home	Google Classroom Metrics (number of students able to access platform)
1 year's access to Google Enterprise	£2,500	To ensure that during any remote learning periods, students have access to the best quality remote learning platform	Google Classroom Metrics (number of students able to access platform)
Access to Direct Instruction Course	£1000	Curriculum resources for Direct Instruction English and Maths courses	GL Assessment Data
Providing homework clubs	£3500	LSAs run homework clubs (predominantly attended by students requiring most support) every day for all year groups	Homework Club Attendance
<b>Total</b>	<b>£80,000</b>		