

Saint Augustine's Catholic High School: Covid-19 Catch-Up Funding Strategy 2020-2021

Summary information					
Academic Year	2020-21	Total Covid-19 budget	£56,400	Date of plan	Nov 2020
Number of pupils (Y9-Y11)	705	Covid-19 budget per pupil	£80	Date for next internal review of this strategy	Jan 2021
Strategy statement					
<p>Saint Augustine's Catholic High School is committed to supporting all pupils who have been impacted through loss of schooling as a result of the Covid-19 outbreak. Funding will be directed towards three key areas (as outlined in the EEF support guide):</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> - supporting teaching through professional development, focus on training in use of Microsoft software and Microsoft Teams - Transition support and mentoring for new Y9 - Assessing impact of Covid-19 on pupil wellbeing and learning <p>Targeted support</p> <ul style="list-style-type: none"> - Small group tuition and mentoring for most affected pupils/groups - Enhancement programmes for year 10 and year 11 students with lowest engagement during lockdown <p>Wider strategies</p> <ul style="list-style-type: none"> - Video support for parents to increase engagement with learning outside of the classroom - Improved access to technology for pupils - Dedicated staff member linked to the 'Virtual' Schooling for those absent from school 					
1. Desired outcomes			Success criteria		
A.	Improve quality of remote provision and outside of the classroom		Students and parents will report improved quality of work set Engagement data will show improved outcomes for all groups		
B.	Low levels of behaviour incidents and excellent attendance in year 9		Attendance (excluding X coded pupils) at rates above national average Behaviour incidents and exclusions at/below 2019-20 rates		
C.	Student wellbeing indicates a sense of feeling safe and able to learn		Parent and student voice identify positive aspects from their return to school		
D.	Engagement in work outside of the classroom improves during the academic year		Attitude to Learning and attainment data statistics show increased number of pupils developing knowledge and understanding		
E.	Increase parental engagement in school events and work outside of the classroom		Attendance at online events monitored		

2. Planned expenditure							
Academic year	2020-21						
Desired outcome	Action	Rationale and monitoring	Staff Lead	Cost	Jan 21	Apr 21	Sept 21
A - Improve quality of remote provision and work outside of the classroom	A(i) Appointment of staff member responsible for the 'Virtual' School alongside Deputy Principal and Associate Assistant Principal	Strategic role responsible for teaching and learning will work across faculty areas to support the development of Microsoft teams and Microsoft Software as the single platform for remote learning/work outside of the classroom. Training sessions for staff and students with help pages and website set up for parents. Monitored through staff and parental surveys as well as pupil engagement data.	GF, DA, CB	£10k			
A - Improve quality of remote provision and work outside of the classroom	A(ii) Purchase visualisers to ensure all classrooms can support live lessons and enable students to engage in a lesson while absent	Visualisers will enable all staff to model appropriate expectations while limiting movement around the classroom. They will ensure students minimise time lost to absence from school	GF	£2.4k			
A – Improve quality of remote provision and work outside of the classroom	A(iii) Microsoft Teams used as sole platform for work outside of the classroom.	Regular feedback to parents will ensure that they have more timely updates on quality and quantity of work completed outside of the classroom. Monitored by Heads of Year, Heads of Department Feedback to governors' curriculum committees.	CB, HoY	n/a			
A – Improve quality of remote provision and work outside of the classroom	A(iv) Engagement data collected weekly and shared with parents and Heads of year	Regular feedback to parents will ensure that they have more timely updates on engagement in learning (in and out of the classroom). Monitored by Deputy Principal Feedback to governors' welfare and curriculum committees.	GF, CB	n/a (Linked to Ai)			
B – Low levels of behaviour incidents and excellent attendance in year 9	B(i) Monitor attendance, behaviour and exclusions of Y9 pupils closely to identify those at risk and refer to relevant support	In-school evidence suggests that proactive behaviour interventions will reduce behaviour incidents and exclusions. Behaviour points and exclusions will be monitored by the AAP responsible for behaviour. Feedback to governors' welfare committee.	MH, SUC	n/a			

B – Low levels of behaviour incidents and excellent attendance in year 7	B (ii) Use of mentoring	Increased capacity to work with small groups mentoring programme which was not possible due to lockdown. Feedback to governors' Curriculum committee.	GF, RET	£4k		
C – Student wellbeing and feeling of safety	C(i) Use of Wellbeing and Safeguarding coordinator with increased emphasis on this area post-lockdown	2 x DDSL will work across all year groups to support the development of wellbeing and to support all student's post-lockdown. Monitored through staff and pupil voice Feedback to governors' welfare committee.	JC, BIR, FY	n/a		
D - Engagement in work outside of the classroom improves during the academic year	D(i) Appointment of Graduate coaches to develop learning inside the classroom to enable students to access additional learning outside	Additional staff with degrees in subject areas offered by the school. An avenue of specialist knowledge to support learning and understanding and reduce group sizes to increase teacher contact time. Whole school strategy with Head of Department involved in recruitment process. Head of Department line manages the Graduate coach to ensure they are effectively deployed.	DK, DA	£38K		
D - Engagement in work outside of the classroom improves during the academic year	D(iii) Purchase of additional IT devices to support work outside of the classroom	Additional laptop devices (following insufficient allocation by DfE) will reduce impact of digital divide on disadvantaged pupils during lockdown. All Y11 now equipped with a device and Wi-Fi where required to engage positively in all work set. Feedback to governors' curriculum committees.		£7k+		
D - Engagement in work outside of the classroom improves during the academic year	D(iv) Intervention programmes for Y10 and Y11 students with lowest engagement during and post-lockdown	Additional lessons P5 will ensure students who did not engage during lockdown catch up on curriculum work missed. Feedback to governors' curriculum committees.	All staff	(Link to Di)		
E - Increase parental engagement in school events and work outside of the classroom	E(i) Use of pastoral support to ensure students and parents engage in all aspects of school to home contact	Monitored through staff and parental surveys as well as pupil engagement data. Feedback to governors' welfare and curriculum committees.		n/a		
Total budgeted cost				£61,400		