

Catch up Strategy Statement Academic Year 2020-21 (March Update)

School Overview

Metric	Data
School Name	Wilmslow High School
Students in School	2079 (1652 eligible for grant)
Catch-up Premium allocation	£135,400
Academic year or years covered by statement	2020-21
Most recent version date	March 2021
Review date	September 2021
Statement authorised by	James Pulle
Catch Up Strategy Lead	Ruth Powley

Identified impact of lockdown and Covid restrictions

Identified impact of lockdown	
a. Impact of digital fluency on quality of teaching and learning in remote and blended teaching and learning contexts	<p>During the spring 2020 lockdown 23% of Pupil Premium students and 19% of SEN students were accessing learning through paper packs rather than digitally (compared to 2% of Non-SEN/ PP students). This appears to be linked to weaker engagement and progress by these students during this period.</p> <p>Teacher digital fluency has also been important in ensuring high quality teaching in remote and blended teaching and learning contexts.</p> <p>A key focus for the start of 2021 lockdown has therefore been to ensure that all students can access remote learning digitally and that all teachers can deliver high quality remote teaching.</p>
b. Widening of gaps between groups of students	<p>Gaps widened between groups of students due to:</p> <ul style="list-style-type: none"> Differing levels of engagement during the spring 2020 lockdown. Generally, gaps widened, particularly for PP and SEN students Younger students (KS3) also appear to have been more affected during the spring 2020 lockdown. It is a possible hypothesis that the gaps for younger students are similar to those for 'summer born' students in a normal cohort. The varying impact of X-code absences across students and year groups during the autumn term 2020. Increasingly, during this term the impact of X-code absence was mitigated by blended teaching allowing students to access in-school teaching. <p>A key focus for the start of 2021 lockdown has therefore been to ensure that all students are engaging with the remote learning programme.</p>
c. Specific curriculum gaps	<p>Gaps include:</p> <ul style="list-style-type: none"> A drop off in vocabulary skills due to differing 'discourse diets' over lockdown, and loss of speaking confidence in MfL Specific topic gaps in curriculum subjects such as Maths, Science and Geography Exam technique in older students Grasp of the 'basics' for younger students

Activities have been selected in line with *The EEF coronavirus support guide for schools*. The strategy has also been designed in tandem with the Pupil Premium Spend strategy. A more detailed analysis of Catch Up thinking can be found in the Catch Up think piece:

<https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme/covid-19-support-guide-for-schools/>

How the catch up premium allocation will be spent to address those barriers and the reasons for our approach

Teaching priorities for current academic year 2020-21

Measure	Action	What is the evidence for this choice?	Leads
Priority 1	Action to improve teaching and learning including: <ul style="list-style-type: none"> Professional development and inset to improve teaching across a range of scenarios with a particular focus on developing digital fluency Digital Fluency training	Evaluation of the barriers to effective learning of lockdown 1 supported by The Sutton Trust <i>Learning in Lockdown</i> report (Jan 2021) on the impact of lockdown on learning Learning in Lockdown	NF GM
Priority 2	Action to improve assessment and identification of gaps in learning: Using curriculum gap analysis to identify areas of strength and weakness in the curriculum to inform curriculum journey planning (GL Assessments)	Curriculum team gap analysis	TM
Impact on learning that these priorities address	These activities address impacts a. and c. above		
Projected spending	£35,000		

Intended outcome		
Specific outcomes	Success Criteria	
1	All staff confident in delivery of high-quality remote learning	Remote/ blended learning offer in place for all students across all curriculum teams
2	All teams undertaking curriculum gap analysis to identify areas of strength and weakness in the curriculum	Curriculum modifications ensure that curriculum gaps have closed for students in all year groups by summer 2022

Monitoring and implementation		
How will you make sure it is implemented well?	When will you review this?	
1	High profile programme of professional learning supported by investment in ipads for teachers and effective remote learning packages such as Pear Deck	Ongoing and July 2021
2	Ensure that curriculum gap analysis feeds into curriculum modification planning for 2020-21. Use for Curriculum & Assessment tracker to monitor implementation	July 2021

Targeted support for current academic year 2020-21

Measure	Action	What is the evidence for this choice?	Leads
Priority 1	Action to improve students' access to digital devices: Digital devices programme to ensure that students can access digital learning Student digital fluency training	The Sutton Trust <i>Digital Divide</i> report on the impact of unequal access to digital learning The Digital Divide	SC
Priority 2	Action to improve the learning expertise of students: a) Year 9 'Catch Up' programme to build effective learning habits b) Smart Learning programme to build understanding of how we learn Smart Learning programme	Further information on the importance of effective learning habits can be found at this link: Effective learning habits	a. DHu/ CBo b. DC
Impact on learning that these priorities address	2020-21 is a year in which teaching and learning are more difficult than usual. These activities are designed to empowering students who want to learn, at a time when they need to be more independent than usual, so that they have the tools to continue to learn effectively.		
Projected spending	£47,900		

Intended outcome		
Specific outcomes		Success Criteria
1	Students are able to access remote and blended learning	All students have access to a device for remote/ blended learning
2A	Year 9 students are GCSE curriculum-ready	Performance in end of year assessments
2B	Students are empowered in their understanding of effective learning	Student Voice indicates that significant proportions of students across all groups are accessing Smart Learning materials

Monitoring and implementation		
How will you make sure it is implemented well?		When will you review this?
1	Use of data team to support tracking of provision	Ongoing and July 2021
2A	Integrating with the catch-up curriculum provision	July 2021
2B	Building in impact measures	April and July 2021

Wider strategies for current academic year 2020-21

Measure	Action	What is the evidence for this choice?	Leads
Priority 1	The deployment of resource to engage students and families with learning across a range of scenarios: <ul style="list-style-type: none"> a) The appointment of a Curriculum Engagement Lead to improve student and parent engagement with learning and the curriculum b) The deployment of a Code 11 team to remove barriers to engagement with remote learning c) Role of National Tuition Programme? 	Evaluation of the barriers to effective learning of lockdown 1 supported by The Sutton Trust <i>Learning in Lockdown</i> report (Jan 2021) on the impact of lockdown on learning Learning in Lockdown	a. SC b. KMac
Impact on learning that these priorities address	These activities address impacts a. and b. above		
Projected spending	£52,504		

Intended outcome		
Specific outcomes	Success Criteria	
1A	All students requiring a personalised curriculum have this in place	Impact seen through Code 11 tracking
1B	Code 11 programme in place to track and monitor student engagement in learning	Code 11 tracking shows greater students engagement over 2020-21

Monitoring and implementation		
How will you make sure it is implemented well?	When will you review this?	
1A	Use of Code 11 tracking to identify students requiring personalised curriculums	July 2021
1B	Use of Data Team support to ensure effective tracking systems that 'join up' information	July 2021