



Harrow Way Community School: Covid-19 Catch-Up Funding Strategy 2020-21

Summary information					
School	Harrow Way Community School				
Academic Year	2020-21	Total C-19 budget	£76,280	Date of plan	Sept 2020
Number of pupils (Y7-Y11)	950	C-19 budget per pupil	£80	Date for next internal review of this strategy	Dec 2021

Strategy statement
<p>Harrow Way Community School is committed to supporting all pupils who have been impacted through loss of schooling as a result of the Coronavirus outbreak. Funding will be directed towards three key areas (as outlined in the EEF support guide https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/The EEF guide to supporting school planning - A tiered approach to 2020-21.pdf):</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> - supporting teaching through professional development, expanding the use of Google Classroom - transition support and mentoring for new Y7 - 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 - intervention 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 and Elevate workshops for parents to increase engagement with learning outside of the classroom - improved access to technology for pupils (Chromebooks and Wi-Fi)

1. Desired outcomes		Success criteria
A.	Improve quality of remote provision and work 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 7 in particular	Attendance (excluding X coded pupils) at rates above national average Behaviour incidents and exclusions at/below 2019-20 rates
C.	Student wellbeing scores at/above national averages in all areas	Well-being tracker implementation and monitoring; students moving down levels



D.	Engagement in work in the classroom improves during the academic year	Engagement data statistics show increased number of pupils moving from Effort Grades 3 to 2 and 2 to 1 during the academic year 2020-21 (all year groups)
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	Chosen action/approach	What is the evidence and rationale for this choice?	Success Criteria	Staff lead	Cost	Jan 21	Apr 21	Dec 21
A - Effective use of Remote Learning for all students, self-isolating due to COVID	Remote Learning Plan in place; Clear policy shared with parents; Oak Academy curriculum mapped and linked to HWCS; plan shared with all staff.	To ensure continuity of education for all students, especially those unable to access face to face teaching. Minimise gaps in learning. Minimise impact of mismatch of remote learning to that in class	CL to map Oak Academy curriculum; Ensure work is accessible on the VLE; HOY to monitor and liaise with parents	CL/SL T	In house			
A – Implementation of Knowledge Organisers across the school	Create, produce and use Knowledge Organisers for each year group (one per year group, per term)	Need to take account of other experiences of lack of schooling and the impact this had on students. Ensure all students can make rapid gains in learning and cover essential knowledge for each subject. Two parts: Creation and Implementation to include self-quizzing	DH Curriculum to monitor; Curriculum Leaders to support creation of KO for respective departments; Teachers to use effectively; Feedback on quality and impact of resources	CL/CLs	£2500 & £1100 to print			
A – Curriculum Leaders to ensure that learning gaps are closed in an effective and timely manner	Leaders to track and monitor catch-up strategies, looking closely at Low Effort, High Impact success. Continual refining of practice	Quality First Teaching remains the single most effective strategy for closing learning gaps. A focus on curriculum sequencing and RAG rating each topic area will help leaders target specific subject domain knowledge in which students need to be secure.	A cycle of Plan, Do, Review will also support leaders’ understanding of effective catch up in classroom. CPD opportunities to focus on Curriculum and High Quality Teaching.	ATW/LPs	In house			
A – Purchase SENECA Premium	Embed the use of SENECAlearn across the curriculum and ensure all	Resources within SENECA allows for strong independent learning at home and at school. Students have access to smart assignments, bespoke revision materials based on	All departments to offer SENCA as part of Remote learning; Roll out across the school so all departments have time to	CL/CLs	£2492			



	students have access in and outside of school	a work completion algorithm and wrong answer analysis. Staff can identify gaps and set work to fill them	evaluate use and impact. Analysis of students' work builds over time.					
A - Use of CATS/FFT Aspire Transition Service	Year 7 Students to complete CAT tests, which we will upload to FFT Aspire	With no national KS2 tests this year, understanding and supporting Year 7 students will be more difficult. GL Assessments CAT tests will help us to identify potential and predict future attainment, thus ensure students are challenged or supported appropriately.	AHT Raising Standards to ensure CATs are completed before half term; Exams Officer to create data report; Data Manager to upload data to FFT Aspire. DLG/JPT to share with staff	DLG / LC / JPT	£2320			
A - Use of Live Stream Revision sessions to ensure all students can access Revision, even at home	Various departments to experience with evening Revision sessions using Loom, Google Meet or Youtube	Building on the success from lockdown where students engaged well with live lessons; students can participate even from home. Overcomes pressures placed on schools due to Covid	AHT Raising Standards to liaise with Curriculum Leaders and monitor uptake/ engagement	DLG	In house			
B – Low levels of behaviour incidents and excellent attendance in year 7	B(i) Monitor attendance, behaviour and exclusions of Y7 pupils closely to identify those at risk and refer to Case Review	In-school evidence suggests that proactive behaviour interventions will reduce behaviour incidents and exclusions.	Behaviour points and exclusions will be monitored by the HOY Feedback to governors' students committee.	KRW/ HOY	In house			
B – Low levels of behaviour incidents and excellent attendance in year 7	B(ii) Case Review meetings each fortnight to examine support in place for students at risk	In-school evidence suggests that proactive behaviour interventions will reduce behaviour incidents and exclusions.		KRW/ HOY	In house			
B – Incentives for improvements in attendance	Reward students with improved attendance; Offer incentives to parents including shopping vouchers for meals, financial support for uniform and transport	Two part approach: To encourage students to attend school (especially those students whose prior attendance was poor) To encourage parent cooperation with attendance and could lead to an improvement in attendance figures.	JMC to monitor attendance figures (excluding absence coded X) and note impact of rewards for prior PA students	KRW/ JMC	£3000			
B – Pay for 100-120 hours of counselling	Counselling provision will provide access for our most vulnerable students	Provide advice and guidance over their worries centred around post lockdown routines and anxieties	This approach will have an overall impact on well-being, leading to more positive outlook in lessons and school	KRW/ JEB	£4000			



C – Student wellbeing scores at/above national averages in all areas	Wellbeing coordinator to support increased emphasis on this area post-lockdown	Wellbeing coordinator will work across faculty areas to support the development of wellbeing to support all students post-lockdown.	Monitored through implementation of wellbeing tracker as well as pupil engagement data. Feedback to governors’ students committee.	KRW	In house			
C – No lessons lost	Protect lessons “as though it is their last one” to avoid further gaps in knowledge developing	There is no substitute for being in front of a teacher as school closure has so clearly demonstrated. SLT to ensure that disruption to lessons is minimal and only when absolutely necessary (eg: external exam)	Data tracking and well-being tracker shows that gaps in learning are being reduced and students feel less anxious about their learning	SLT	In house			
C -Safeguarding and Child Protection Policy updated; Continued use of CPOMS (implemented last academic year)	Rigorous monitoring of all student, including impact on Mental Health; Maintain proactive work of Pastoral Team throughout lockdown	To take account of learning from lockdown; ensuring additional and external support to vulnerable pupils is not impaired	Policy updated and shared with all staff; time allocated to staff to read and ensure familiarity; Monitor use of CPOMS by staff	KRW/ JEB /SLT	In house			
D – Purchase Classroom Visualisers	Staff can no longer walk the classroom; students require high quality feedback on their work	As teachers can no longer walk around their classrooms, nor interact with students for long periods of time, the use of a visualiser will support effective verbal and whole class feedback	Only a select number of staff have been given visualisers – DH Curriculum and Lead Practitioners to monitor and gauge effectiveness. Staff feedback to measure impact	CL/LP	£1000			
D -Elevate Workshops	Run “Ace your Exams” workshop to prepare students for exam success Run “Study Sensai” for Year 10 students to support and develop independent learning	We have used the “Ace your Exams” package before to motivate and inspire students	AHT Raising Standards to oversee and review workshops; Student Survey to gauge impact	DLG	£1000			
D - Elevate Tutoring Package	Use of Undergraduates or recent Graduates to work with small groups or 1:1	Good working relationship with Elevate; can rely on professional high standards	AHT Raising Standards and PP Lead to arrange, monitor and review	DLG	TBC			



D - Study Skills Package	Resource Pack to be shared with Y11 Tutor team to promote and teach study skills in preparation for exams	Students are often unaware how to approach revision.	DLG to create pack of digital resources and share with Y11 Team. HOY to monitor and review with team weekly	DLG / LLC	In house			
D - Engagement in work outside of the classroom improves during the academic year	Photocopying of resource packs to support student learning (PiXL Independence and PiXL Spine)	Resource packs containing non-IT based learning activities and resources will reduce impact of digital divide on disadvantaged pupils during lockdown. (Nov: decision to roll out in January) <i>*Follow up: Resource packs were not deemed useful (Student Voice) so we moved to Remote Learning provision. Teachers were given Chromebooks so they could invite students to join their lesson virtually.</i>	Survey student use of Resource Pack; Monitor engagement Feedback to governors' students and curriculum committees. <i>*Follow up: purchased Chrome books for teachers</i>	DLG	£2500			
D - Engagement in work outside of the classroom improves during the academic year	Purchase of additional Chromebooks to support work outside of the classroom	Additional Chrome books (following insufficient allocation by DfE) will reduce impact of digital divide on disadvantaged pupils during lockdown.	Feedback to governors' students and curriculum committees.	GD	Chrome books £17K			
D - Engagement in work outside of the classroom improves	Intervention programmes for Y10 and Y11 students with lowest engagement during and post-lockdown	Additional lessons (P7) will ensure students who did not engage during lockdown catch up on curriculum work missed. (No additional cost to school, but taxis may be required to support attendance)	Feedback to governors' students and curriculum committees.	DLG/JRM	£7200			
E – Increase parental engagement in school events and work outside of the classroom	Encourage use of Google Meet for parent meetings with HOY/SLT. Encourage Virtual/Online sessions	High quality communications lead to increased Parental Engagement: maintain regular meetings with parents as they cannot visit school site. Trial the use of Parent Booking Video for Year 10 Parents Evening.	Parent Satisfaction Survey Monitor engagement and 'attendance' at Parents Evening Student Engagement data	TBC	£62.50			
E – Increase parental engagement in school events and	High Quality Regular Communication with parents	a) Tutor phone calls to check on wellbeing and update on student engagement post-lockdown	Parent Satisfaction Survey Student Engagement data		Cost of phone calls			



work outside of the classroom		b) Use of E-News and Parentmail to share plans with parents; regular communication and follow up so parents are clear about expectations and their role			(propor)			
E - Increase parental engagement in school events and work outside of the classroom	E(i) Appointment of Google Classroom coordinator to support parents with remote learning and work outside of the classroom	One TLR holder will work across faculty areas to support the development of Google Classroom as the single platform for remote learning/work outside of the classroom. Training sessions for staff and parents, help pages and website set up for parents.	Monitored through staff and parental surveys as well as pupil engagement data. Feedback to governors' students and curriculum committees.	TBC	£3K			
Total budgeted cost						£76, 280		