

Overview Carmel College COVID Catch-up Report

School	Carmel College				
Academic Year	2020/21	Catch-Up Fund	£80 per pupil [£82640]	Total Pupils	1033

DfE Guidance

Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the curriculum expectations for the next academic year in [actions for schools during the coronavirus outbreak](#).

While schools can use their funding in a way that suits their cohort and circumstances, they are expected to use this funding for specific activities which will help pupils catch up on missed education.

To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a [coronavirus \(COVID-19\) support guide for schools](#) with evidence-based approaches to catch up for all students. To support schools to implement their catch-up plans effectively, EEF has published the [school planning guide: 2020 to 2021](#). This will provide further guidance on how schools should implement catch-up strategies and supporting case studies to highlight effective practice.

EEF Model for Evidence based Strategic Planning

1 Teaching

For example

- Professional development programme
- Supporting Early Career teachers
- Assessment
- Effective remote learning

2 Targeted academic support

For example

- Structured interventions
- Small group tuition
- One to one support
- Effective deployment of Teaching Assistants
- Reading interventions

3 Wider strategies

For example

- Sustaining parental engagement
- Social and emotional learning
- Reinforcing behaviour routines
- Breakfast clubs



Identified Impact of COVID 19 (Secondary)	
<p>From 23 March 2020 Carmel College was in the fortunate position to be able to move onto remote teaching from day 1. With the 10 day lead in from the Government announcement, the experience in delivering IT courses, high quality CPD and having the expertise in facilitation, all teachers were able to be trained in the use of TEAMS and the IT Director for the Trust was able to establish a fully functioning Teams platform.</p> <p>All pupils were given a crash course on the functionality of the platform and so lessons continued according to the timetable for the whole lockdown. Curriculum Leaders and classroom teachers were able to adjust the curriculum to better suit online learning. The curriculum was delivered throughout the summer term, as blended learning during the autumn term and online again in the spring of 2021.</p> <p>Pastoral care and student support was active throughout and engagement in learning was monitored and followed up, addressing barriers where they arose. Laptops and technical support were issued to those who struggled to gain quality access. In total 110 laptops and 10 4G dongles were supplied to families to ensure greater connectivity. Engagement was very high at 90% with only 10% on average not engaging in lessons effectively.</p>	
KS 3	<p>Technical and specialist teaching rooms have not been available for the period of the pandemic, this has led to some students in Y7,8 and 9 who have not had the opportunity to gain the benefits from science labs, the creativity subjects such as technology, art and music and the specialist equipment located in IT classrooms.</p> <p>Extra-curricular activities have been on hold for 12 months, therefore students in all Year groups have lost the benefits gained through the broad range of opportunities on offer.</p> <p>Many students have been socially and emotionally impacted due to the reduced sphere of influence from the isolation of the lockdown, where the social growth found normally in KS3 has been vastly hindered. The impact of this is yet to be fully identified.</p>
KS 4	<p>As above.</p> <p>Loss of access to specialist technical rooms such as Science, Art and Technology.</p> <p>The increase in the number of students with potential need for access arrangements for external exams.</p> <p>10% of pupils in y10 with below engagement level during lockdown.</p>
KS 5	<p>Curriculum delivery has continued online with the need for alignment to adjust for online teaching. The impact of missing external KS4 exams has reduced the 'fluency' of some knowledge retention, which has had to be built into lesson planning.</p>

Planned Provisions				
For All Pupils (Universal Offer)				
Desired Outcomes	Strategy	Impact	Staff Lead	Review date
To be aware of any 'unseen' or low-level issues	Focused support from the Inclusion and Learning support Teams. Mindful watching, observation, and alertness. Referrals to the Emmaus centre. Extra time and resources for guidance and support. Additional two members of Learning Mentor staff		Lynn Hunter	
Re-motivate students' engagement with practical learning.	Broaden and enrich Curriculum opportunities through Art, and PE. Additional equipment to encourage and engage students' participation. To purchase items such as Silk Screen printing, new cameras, 3G pitch dividing nets to increase access and for more positive engagement		Mel Kane	
To rejuvenate the customs and practice and love of reading	Supplementary resources added to the reading scheme and purchase of a wider range of books		Mel Kane	

Planned Provisions				
Targeted Pupils				
Desired Outcome	Strategy	Impact	Staff Lead	Review date
Re-connect and motivate the hard-to-reach students.	National Tutoring Programme (NTP) for 1:3 in Maths and English. 2x 15 sessions programme. 3 groups of 3 in Y9 and 3 groups of 3 in Y10.		Mel Kane	
Additional pastoral and	Two Support Assistants to give		Lynn Hunter	

emotional support to address emerging needs.	emotional literacy support to students struggling with re-connection 1 year salary and on-costs			
Address new and emerging potential access arrangements for external exams y9 and Y10.	To ensure all students have the correct access arrangements for assessments: Identification of additional access assessments, staff training and time		Lynn Hunter	

Planned Provisions				
Wider Strategies				
Desired Outcomes	Strategy	Impact	Staff Lead	Review date
Re-engage parents with upcoming events and opportunities in a more engaging way.	Improved communication through SWAY termly newsletters, highlighting the events and opportunities for students. Resources and Camera		Andrew Gardner	
Parents are made aware of how they can support the progress of their children.	EPRA events for engaging parents in raising achievement.		Rachel Hardcastle	
Return to extra-curricular activities with high take-up.	Review and recreate an extracurricular programme. Monitoring and reporting of FSM take-up in areas such as Sport, Music, DoE, JPll and SVP leadership time		Andrew Gardner	