



**Okehampton College**  
**Coronavirus (COVID-19) Catch Up Strategy**  
 2020 to 2021

The Education Endowment Foundation (2020d) emphasises that the consequences of the coronavirus pandemic and resultant national school closures (from March 2020 until September 2020), whilst far reaching for all students, are likely to be particularly profound for those students from socially disadvantaged families (cf. EEF 2020b, EPI 2020, NFER Julius et al. 2020, NFER Nelson et al. 2020, Sutton Trust Cullinane et al. 2020). The disparities in engagement with remote education evident over the period of school closures, as documented nationally and through our own monitoring, are particularly evident across the socio-economic spectrum. Disadvantaged students are thus likely to need more support on their return to school than others and, indeed, to address any learning deficits that have emerged. Moreover, there is a ‘risk that high levels of absence after the summer pose a particular risk for disadvantaged pupils’.

To this end, our strategic approach to the use of catch-up funding reiterates our commitment to — and assurance of — equity in the distribution of high educational outcomes for all the students we serve, irrespective of socio-economic circumstance. And this commitment is transmitted through leadership that fosters evidence informed approaches, plans and actions.

The strategy outlined in this plan is thus informed by and founded upon research evidence from a range of studies, as synthesised by EEF (2020d), and categorised into three key strategies: Teaching and Whole School Strategies, Targeted Academic (and other) support, and Wider strategies. As such, the strategy for the use of catch-up funding (and funding secured from the Okehampton United Charity Educational Foundation) aims to reduce any in-school gaps that emerged as a result of the national school closures.

**Funding Allocation**

Catch-up Premium Provisional Funding .....	£99,040
Okehampton United Charity Educational Foundation Funding .....	£35,000
Total Funding .....	£134,040

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Coronavirus (COVID-19) Catch Up Plan		1 TEACHING & WHOLE SCHOOL STRATEGIES			
Strategy aspect	Chosen action / approach	Evidence / Rationale	Implementation	Lead	Cost
<b>1 Supporting teaching</b>	a) Support for Curriculum Risk Assessments to ensure practical activities can take place safely: <ul style="list-style-type: none"> <li>• DT: Equipment</li> <li>• Computing: Screen Monitoring Software</li> <li>• Art: Equipment maintenance, and materials</li> <li>• Music: Instrumentation use</li> </ul>	'Return to School' plan and associated Risk Assessment necessarily limits practical lessons, which has not been accounted for in national 2021 exam adaptations.	Prioritising KS4 and KS5 (all year groups for Computing). Practical subjects and VTQs. 10/2020.	CG and SLs	≈ £5,000
	b) Curriculum Resources: <ul style="list-style-type: none"> <li>• En: Set texts</li> <li>• Ma: Hegarty Maths</li> <li>• All: Classroom Visualisers (60)</li> </ul>	Risk Assessment restrictions and to enhance feedback, both whole class and personalised.	KS4. 10/2020.	SLs	≈ £2,000 + £5,000 + £5,600
	c) Professional Learning activities focused on effective 'Catch Up' strategies in the classroom, and that necessary to ensure effective implementation of specific approaches.	—	All year groups. All subjects. Throughout year.	RK, SLs, CG	≈ £3,000
<b>2 Data, Assessment, and feedback</b>	a) Triage students with greatest risk of learning deficit ∴ of national school closures: <ul style="list-style-type: none"> <li>• Disadvantaged</li> <li>• SEND</li> <li>• Low Attendance</li> <li>• Low Lockdown Engagement</li> </ul>	School-level monitoring and evaluation alongside national research over school closure period inc. from NFER, EEF, Sutton Trust, EPI, et al.	All year groups. All subjects. Completed centrally and disseminated to all staff via CLT 10/2020.	CG	≈ £100
	b) Appoint Curriculum 'Lead Assessors' to lead on: <ul style="list-style-type: none"> <li>• QA of Teacher Assessment</li> <li>• Implementation of Assessment strategy <ul style="list-style-type: none"> <li>→ Regular low-stakes testing</li> <li>→ Whole Class Feedback</li> <li>→ Diagnostic end testing</li> </ul> </li> <li>• Faculty Data Collection</li> </ul>	Perspicuous assessment is crucial to inform a 'catch up' strategy that can effectively close gaps and address any learning deficits.	All year groups. En, Ma, Sc, Hums, MFL, DT, Exp Arts. 11/2020-07/2021.	CG and SLs	TLR2a × 7: £19,572

Coronavirus (COVID-19) Catch Up Plan		1 TEACHING & WHOLE SCHOOL STRATEGIES <i>continued</i>			
Strategy aspect	Chosen action / approach	Evidence / Rationale	Implementation	Lead	Cost
<b>3 Transition support</b>	a) Identify critical learning gaps that occurred during the period of national school closures. Assessment of 3-5 key leveraging topics, i.e. high frequency content across all subjects Y7 into 8, Y8 into 9, Y9 into 10 (core), Y10 into 11, and Y12 into 13: <ul style="list-style-type: none"> <li>• Dedicate summer 2020 webpages</li> <li>• Summer preparative work and support</li> <li>• Assessment on return 09/20</li> <li>• Reporting to students and families 10/20</li> <li>• Personal Improvement Plans 10/20</li> <li>• Curricula adaptations</li> </ul>	Assessment and monitoring over period of national school closures.	All year groups. All subjects. 07/2020-10/2020.	CG CLT	≈ £500
	b) Baseline Secondary Writing project (for Y7 in English), to identify gaps, inform teaching and adapt curriculum as required.	‘No More Marking’ comparative judgement for schools research.	Y7 En. 07/2020-10/2020.	RR AH	≈ £200
	c) GL Assessments KS3 Assessment package, to provide baseline assessments, progress checks and identification of learning gaps: <ul style="list-style-type: none"> <li>• Cognitive Abilities Test (CAT4)</li> <li>• Progress Tests (En, Ma, Sc)</li> <li>• New Group Reading Test (NGRT)</li> <li>• New Group Spelling Test (NGST)</li> <li>• Pupil Attitudes to Self and School (PASS)</li> <li>• Associated FFT benchmarking for Y7</li> </ul>	Lack of end of KS2 data alongside interruption to progress monitoring strategy ∴ of national school closures.	KS3. Informing curriculum adaptations at the year group and class level, and personalised intervention plans for individual students. 07/2020-10/2020.	CG PT KLM	£6,000

Coronavirus (COVID-19) Catch Up Plan		2 TARGETED ACADEMIC (AND OTHER) SUPPORT			
Strategy aspect	Chosen action / approach	Evidence / Rationale	Implementation	Lead	Cost
<b>1 One to one and small group tuition</b>	a) Tutor Time small group tuition En, Ma, Sc: <ul style="list-style-type: none"> <li>• 3 specialist teachers</li> <li>• Group size of 3 students</li> <li>• Weekly 4-day schedule</li> <li>• Content specified according to QLA</li> <li>• Students grouped with matching deficits</li> </ul>	Finding time for increased Teacher-Student contact and the teaching of diagnostically identified content. Evidenced efficacy of small group tuition (e.g. EEF, Hattie, et al.)	Y11. 10/2020-06/2020.	KLM CG	≈ £1,000
	b) En & Ma Academic Mentoring: <ul style="list-style-type: none"> <li>• 30 minute tutorials (Y11) <ul style="list-style-type: none"> <li>→ Daily appointments</li> <li>→ 3 days a week for 20 weeks</li> <li>→ One to one and/or small group (≥3)</li> <li>→ Triage priority (disadvantaged 1<sup>st</sup>)</li> <li>→ Content specified according to QLA</li> </ul> </li> <li>• Personalised support (Y7-10) <ul style="list-style-type: none"> <li>→ 2 days a week for 20 weeks</li> <li>→ Supporting those isolating or shielding</li> <li>→ Supporting Remote Learning</li> </ul> </li> </ul>	Intense 'high impact' tutoring for triaged students in need of extraordinary intervention (i.e. those at most risk: disadvantaged and/or SEND, low lockdown engagement).	Y7-11. 11/2020-06/2021. Two subject specialists externally sourced. Possible use also of additional time such as lunch, core PE, etc.	CG KLM RR TN	≈ £24,000 (£120 × 2 teachers × 5 days × 20 weeks)
	c) NTP Academic Mentoring: <ul style="list-style-type: none"> <li>• Supporting En &amp; Ma Academic Mentoring</li> </ul>	Teach First programme, if possible.	Y7-11. 11/2020-06/2021.	CG KLM	(HMG subsidy)
	d) Tutoring for disadvantaged students <ul style="list-style-type: none"> <li>• Online and/or through NTP Tuition Partners</li> <li>• MyTutor</li> <li>• Justin Craig Education</li> </ul>	Provision of 10 hours personalised one to one tutoring for all 54 Y11 disadvantaged students.	NTP for disadvantaged students.	CG	≈ £11,000

Coronavirus (COVID-19) Catch Up Plan		2 TARGETED ACADEMIC (AND OTHER) SUPPORT <i>continued</i>			
Strategy aspect	Chosen action / approach	Evidence / Rationale	Implementation	Lead	Cost
<b>2 Intervention programmes</b>	a) Tutor time Intervention: <ul style="list-style-type: none"> <li>• 2 x 20 min subject teaching per week               <ul style="list-style-type: none"> <li>→ En, Ma, Sc</li> <li>→ Tutor and subject teacher swap</li> <li>→ High frequency content</li> <li>→ 3-week rotation</li> </ul> </li> <li>• 2 x 20 min study skills 'revision' sessions per week (using subject specific content)               <ul style="list-style-type: none"> <li>→ En, En Lit, Ma, Sc (Bi, Ch, Ph) and RS</li> <li>→ Subject-specific resources supplied</li> <li>→ High frequency content</li> </ul> </li> <li>• 1 x 20 min PSHE</li> </ul>	Increasing time: 7 subjects in rotation over 28 weeks provides over 18 hours additional subject-specific teaching, and over 18 hours study skills 'revision'.  Supports the development of self-regulation begun in Y10 and Y12 'Face to Face' provision in the summer term during school closures.	Y11. 10/2020-06/2020.  Tutor groups arranged in year groups to permit approach.	CG KLM	≈ £1,000
<b>3 Extended School Time</b>	a) After School Support: <ul style="list-style-type: none"> <li>• After School Revision Clubs</li> <li>• Compulsory 6<sup>th</sup> lesson 3 days a week.</li> </ul>	6 <sup>th</sup> lesson from 01/2021 across all subjects according to a cycle.	Y11. 10/2020-06/2021.	CG KLM	≈ £1,000
	b) Holiday support: <ul style="list-style-type: none"> <li>• Justin Craig Education Saturday School.</li> <li>• Remote learning programme over Christmas.</li> <li>• February and May half term programmes.</li> <li>• Easter revision programme.</li> </ul>	Increasing time and provision of support targeted to gaps in content knowledge and prioritised for disadvantaged students.	Y11 and Y13. Either face to face in College or virtual.	CG KLM	≈ £6,000
	c) Saturday morning opening (09:00-12:00): <ul style="list-style-type: none"> <li>• Supervised open access for all.</li> <li>• Supervised group revision for targeted.</li> </ul>	Access to facilities for those who need them; quiet space.	Y11 and Y13. 11/2020-05/2021.	CG SLT	≈ £6,000 3 staff x 20 days x £100
	d) Additional weekly study period: <ul style="list-style-type: none"> <li>• Work set by subject teachers according to assessment of summer preparative work.</li> </ul>	Time for Y13 and Y12 to catch up missed content caused by school closures in Y12 and Y11 respectively.	Y12 and Y13. 11/2020-05/2021.	NS	≈ £1,000

Coronavirus (COVID-19) Catch Up Plan		3 WIDER STRATEGIES			
Strategy aspect	Chosen action / approach	Evidence / Rationale	Implementation	Lead	Cost
<b>1 Communicating with and supporting parents and carers</b>	a) Maintain regular written parental communication initiated during school closures.	Positive response throughout school closures.	All years. 07/2020-07/2021.	CG CV	≈ £275 (5000 text credits)
	b) Continue to seek feedback from parents and carers (and students) through general and specific 'Keeping in Touch' surveys.	Responses throughout period of school closures informed our actions.	All years. 07/2020-07/2021.	CG	
	c) Hold termly virtual 'Information' evenings with families, including 'break out' rooms. • Provide ICT training as required.	Complement new approach to parents' evenings.	Year-specific. 1120200-06/2021.	SLT	≈ £500
<b>2 Access to Technology to support Remote Learning</b>	a) Extend laptop loan provision for rest of academic year to students in Y8-11 and provide such for students in Y7.	Ensure 'digital divide' is closed to ensure that online, remote learning is accessible to all when students are required to learn from home.	All year groups, with priority given to disadvantaged students (including vulnerable) and students with SEND. -07/2021.	CG MBT	≈ £30,000 (≈ £300 × 100)
	b) Extend data provision for rest of academic year to students in Y8-11 and provide such for students in Y7.			MBT	≈ £4,000 (10 × £80 p.m. for 9 months)
	c) Rectify any hardware and/or connectivity issues for staff, both in school and remotely.	Removing potential hurdles to ensure smooth provision.	All staff. 10/2020-07/2021.	MBT	≈ £1,000
<b>3 Attendance</b>	a) Return to high expectations established before the period of school closures. • Clarity of communication and expectation. • Swift intervention and regular rewards. • Focus on disadvantaged, SEND, those with low lockdown engagement and vulnerable, particularly considering COVID-19 anxieties.	Well-documented evidence from school-level monitoring alongside national research, including that produced over school closure period.	With SOL Attendance support.	CG TC	≈ £1,000
	b) Improve 'attendance' in school (reduce referrals to 'R2L'), particularly for disadvantaged.	School-level monitoring previous academic years.	All years. Pivotal Education.	BH	—

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