

Covid Catch-up strategy statement

This report sets out our intended strategies to support our students to catch-up following missed learning due to the school closures forced by the pandemic. It estimates the costs that will be incurred by the implementation of each strategy, paid for from the Covid catch-up funding, and will be updated regularly to evaluate the impact of the strategies. [This strategy is linked to the whole Academy Development Plan \(parts of priority 1, priority 2 and priority 3\) and is referenced in those sections of the ADP. It also has some commonality with the Pupil Premium Strategy in the sections that refer specifically to Disadvantaged students.](#)

This strategy plan does not include cost incurred as a result of operating the school in a Covid secure manner (PPE, extra cleaning, staffing to cover those instructed to shield/isolate etc.)

| 1. Summary information | | | | | |
|---|-----------------------|---|--------------------|---|--------------|
| School | Prince William School | | Headteacher | | Mrs E Dormor |
| Total number of pupils in school | 1169 | Number of pupils eligible for Covid premium (Y7 -11) | 992 | Total estimated Covid Catch-up funding | c £80,000 |

In line with government recommendations and the Education Endowment Foundation's Covid-19 Guide for Schools, we have planned a tiered approach consisting of strategies for

1. promoting high quality teaching and assessment for all;
2. targeted academic support; and
3. wider strategies

| 1. Promoting high quality teaching and assessment for all | | | | | |
|---|--|---|------------|---|---|
| i. High quality teaching and CPD | | | | | |
| Desired outcome | Chosen action / approach | Resources / estimated cost | Staff lead | Expected impact / outcomes | Evaluation of impact |
| All students access the full curriculum despite the restrictions that Covid-19 imposes. | Full curriculum offered to all. Students move to specialist facilities and staff, but lessons are 100 minutes long so that movement coincides with break and lunch times when they would be moving anyway. Slight increase in time given to core subjects. | Time for EDO to re-write timetable with 30 100-minute lessons instead of 50 x 60-minute lessons. 60 hours x 1 person Increase in staffing for core subjects (facilitated by 3 part-time staff working 1 additional day each). COST £26,634 | EDO | Students thrive because their experience of school is as normal as possible and enables them to continue learning the full range of subjects. | Very positive feedback from staff and students about 100 min lessons generally. |

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| All students receive high quality teaching despite the changes that have had to be implemented as a result of the pandemic. | Training for all teaching staff on the delivery of 100 min lessons. On-going sharing of best practice. | Time in INSET days in July, Sept, & Jan. CCX and HME time to create Teaching & Learning briefings during term. | CCX & HME | Progress data shows students are catching up over time. Autumn data: gap from flight path is 0.5 – 1 grade on average. Spring data: gap from flight path is 0.25 - 0.5 grade on average. Summer data: gap from flight path is <0.25 grade on average. (Flight paths are aspirational trajectories). | 100 min lesson are going well. However, further training planned to ensure lessons are engaging for all for the full 100 mins. Staff have kept their distance sufficiently in the Autumn term (no staff were infected with Covid) and students have made progress. |
| | Training for all teachers and TAs to enable effective learning even when keeping 2m distance as much as possible | 2 hours x 2 people 2 hours x 76 people | CCX & HME and SENDCo for TAs | | |

ii) Diagnostic assessment

| Desired outcome | Chosen action / approach | Resources / estimated cost | Staff lead | Expected impact / outcomes | Evaluation of impact |
|--|--|--|--------------|---|---|
| Teachers use a variety of techniques to assess students' knowledge, skills, & understanding accurately and so plan activities to revisit topics as necessary and close any gaps. | Training and sharing of best practice regarding in-class AfL techniques, retrieval, interleaving etc. | Time in INSET days in July, Sept, & Jan. CCX and HME time to create Teaching & Learning briefings during term 2 hours x 2 people. | CCX & HME | Progress data shows students are catching up over time. Autumn data: gap from flight path is 0.5 – 1 grade on average. Spring data: gap from flight path is 0.25 - 0.5 grade on average. Summer data: gap from flight path is <0.25 grade on average. (Flight paths are aspirational trajectories). | Autumn term data reveals students are between 0.5 and 1 grade below their flight path target. DA students are about 1 grade below their flight path and non-DA are about 0.5 grade below their flight path. |
| All students get high quality feedback which enables them to make rapid progress. | Teachers continue to provide formative feedback for all students and ensure they respond to it. | Monitoring time for Heads of Department | EDO and HoDs | | |
| Students who are struggling to catch up are identified swiftly and accurately so strategies can be implemented. | Forensic analysis of progress data undertaken to identify students needing further support and detailed discussion of suitable strategies. | SWO time for analysis. Meeting time for HoDs and their SLT line managers to discuss and evaluate strategies. | SWO | Identified students are provided with intervention strategies (see section 2 below) and make better progress as a result. | Students identified, but only Y11 strategies implemented before further closure period. |

| iii) Preparation for remote learning and blended learning | | | | | |
|---|--|---|--|---|---|
| Desired outcome | Chosen action / approach | Resources / estimated cost | Staff lead | Expected impact / outcomes | Evaluation of impact |
| All teachers are able to teach remotely, one or more year-groups, at no notice. | All teaching staff trained on use of Microsoft Teams to deliver 'live' lessons remotely. All teachers also trained on how to post project work on EduLink as necessary. | INSET time and SWO & PAL preparation time. 1 hour x 2 people 1 hour x 76 people | SWO and PAL | Teachers provide Microsoft Teams lessons for all KS5, all KS4, and most KS3 lessons when remote learning is necessary. | Very positive feedback from parents/carers about the quality of education being offered in Jan closure period. |
| All students are able to access remote learning effectively. | Survey of students regarding IT facilities at home completed. IT equipment in school ready. Systems in place to deliver laptops and dongles as necessary when required. | IT equipment loaned COST: 64 laptops = c £20,000 Staff time and petrol costs for delivering as necessary | SWO and RSE | All students are able to access Microsoft Teams lessons for all of KS5, all KS4, and most KS3 lessons – plus some project work in KS3. As a result they do not suffer loss of learning time and continue to make progress. | 64 laptops provided and delivered to DA students, together with dongles and internet access cares as necessary, but all from current stock or government schemes. |
| | Pads of A4 paper bought ready to provide to students to work on if working remotely. | Cost of pads of paper £229 | EDO | Students can bring the work they have completed remotely in to school and stick in exercise books, providing continuity. | Vulnerable & Key worker students using pads of paper, and some parents have been to collect too. |
| | Clear policy regarding expectations for remote learning published and circulated, including information to students about how to access further support. Summary information provided for students on stickers to put in planners for easy reference. | Cost of production of stickers to put in planners £45 | EDO | Staff and students know what to do if remote learning is necessary. Strategy takes into consideration the fact that some families will need to share IT facilities, and enables all to access high quality remote learning despite this. | Students were well prepared and well informed. They were able to access the remote learning from day 1 of the closure period in January. |
| Total estimated cost (purchases) | | £ 46,908 | Costs (time): 298 teacher hours (av. teacher cost = £38/hr) | | £11,324 |

2. Targeted academic support

i) Strategies for students in year 11

| Desired outcome | Chosen action / approach | Resources / estimated cost | Staff lead | Expected impact / outcomes | Evaluation of impact |
|---|--|---|------------|--|---|
| All students in year 11 are able to access all their subjects despite the restrictions that Covid-19 imposes. | All students continue to access all their subjects unless there are medical reasons for not doing so. For those students, the time they would be in those lessons is spent completing work for their other subjects. | Teachers' time to set additional work as necessary. | CBA | Vast majority of cohort will attain 9 GCSEs, as usual. Students are not disadvantaged by having fewer GCSEs as they progress into adult life. | All students continue to study for all of their KS4 qualifications, apart from those who had already had to give one up for medical reasons. |
| Identified students are provided with additional support to help them to fill gaps in learning. | Extra classes after school (and in school holidays) are delivered by school staff because they know the students best and students know/trust them. | Cost of paying teachers for these extra classes COST for Autumn Term £2,979 Planned for similar in Spring & Summer terms (c £6,000) | EDO | All students are supported to achieve as well as possible. Progress data demonstrates students are closing gap between actual grades and flight path target grade. | Average progress of identified students varies from 0.16 to 0.48 of a grade across subjects. |
| Disadvantaged students in Y11 are given additional support. | DA students provided with additional English. Maths and Science teaching in tutor time as well as support with revision techniques. | Staff time | JBT | The attainment gap between DA and non-DA students in Y11 closes from Autumn 1 data. | (Estimated progress 8 scores calculated by 4 Matrix based on previous years' residuals): Whole Y11 mock 1 results: 19/20 = - 0.43 20/21 = - 0.48 (2 weeks earlier than in 19/20) DA gap Y11 mock 1 results: 19/20 = - 0.35 20/21 = - 0.32 |

| ii) Students in years 9 and 10 | | | | | |
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| Desired outcome | Chosen action / approach | Resources / estimated cost | Staff lead | Expected impact / outcomes | Evaluation of impact |
| Identified Disadvantaged students are provided with additional support in one or more key subject(S) | Identified students are tutored by staff from National Tutor Programme in weakest subject. Y10s withdrawn from PHSE or PE lessons; Y9s from subject they are not taking at KS4. | COST of NTP lessons Planned 15 groups with 15 hours each @ £25/hr = £5,625 for Spring Term (and Summer term c £5625 too) | KHO | Identified students make rapid progress in relevant subject. | This was planned for Spring term, but has been delayed by school closure in Jan '21. It does not seem appropriate to provide students with further online tutoring when they are already doing up to 300 minutes of it daily. However, need is urgent, as DA students are about 0.5 grade below their peers in KS3, and in year 10 they are about 1.75 grades below their peers. |
| Identified students (not Disadvantaged) are provided with additional support in key subjects. | Identified students are discussed by teaching staff and HoD and support strategies agreed. | Meeting time. | EDO | Identified students make better progress. Progress data shows gap between current grade and flight path target grade closing. | This will be on-going in on-line lessons. Autumn term data shows non-DA students are about 0.5 grade below their flight path targets. |
| iii) All students | | | | | |
| Desired outcome | Chosen action / approach | Resources / estimated cost | Staff lead | Expected impact / outcomes | Evaluation of impact |
| All students able to support themselves to close any gaps in their learning in Maths and Science (& Eng in KS4) | Purchase of Tassomai for all year groups to use. Students shown how to use it in IT lesson. Can access it on any device. | COST of Tassomai £4121 | CCX | Students able to close gaps in Maths and Science (and English at KS4) though some will engage more than others. | Sample – Science # of questions answered (% correct answers) Y7 6744 (64%); Y8 8586 (66%); Y9 13,525 (60%); Y10 14,356 (55%); Y11 12,961 (62%); |

| Desired outcome | Chosen action / approach | Resources / estimated cost | Staff lead | Expected impact / outcomes | Evaluation of impact |
|--|---|--|---|---|--------------------------|
| All students able to support themselves further with remote education through use of online packages | Purchase of Kerboodle (Sci, MFL, Maths) and MyMaths | COSTS Kerboodle £1,790 MyMaths £750 | HoDs | Students able to close gaps in Maths and Science (and English at KS4) though some will engage more than others. | No detail available yet. |
| Total estimated cost | | £ 42,615 | Costs (time): 0 additional teacher hours (av. teacher cost = £38/hr) | | £ |

3. Wider strategies (Communication, parents, attendance etc)

i) Improve student attendance

| Desired outcome | Chosen action / approach | Resources / estimated cost | Staff lead | Expected impact / outcomes | Evaluation of impact |
|--|---|--|------------|---|--|
| To support student attendance to be as good as it was before the pandemic. | Monitor attendance & encourage poor attenders to come to school using increasingly assertive methods (reassuring phone calls, letters, meetings, etc) | AKE and pastoral team time. Time for meetings with parents/carers as necessary. | AKE | Student attendance at PWS is better than student attendance nationally. | Whole school attendance for Autumn term = 95.39% (compares with 95.09% for same period last year) PP students' attendance = 92.07% (compares with 92.81% last year) Also compares well with national picture of around 80% (85-90% in Northants; 81-85% in Peterborough) |

| ii) Support student mental health and wellbeing | | | | | |
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| Desired outcome | Chosen action / approach | Resources / estimated cost | Staff lead | Expected impact / outcomes | Evaluation of impact |
| Students feel safe and happy so are able to thrive at school and make good academic progress. | Staff in The Hub to support vulnerable students and monitor their wellbeing and progress carefully. Staff to refer students to The Hub as necessary. | Staffing of The Hub. Specialist resources. | ZDA | Identified students' attendance in school and in class improves; they make better progress. | Proportion of students who are Persistently Absent (<90% attendance): All = 12.3% FSM = 30.6% PP = 24.4% Compares with last year's equivalent figures of 12.3%, 38.0% & 22.2%) |
| | The Pastoral Team support students with day-to-day issues and monitor behaviour patterns carefully. | Staff in Pastoral Team, including Student Welfare Officers | AKE | Behaviour patterns are no different from usual, and if unusual ones are spotted swift action is taken to rectify. | Behaviour data shows very similar patterns to previous year, and in fact a reduction in exclusions. |
| | Obtain and train a therapy dog for the school. | | ZDA & SMN | Students look forward to coming to school to see the dog and can seek solace with the dog if they feel anxious or upset. Attendance improves further and anxiety levels reduce. | |
| iii) Communicate effectively with parents/carers and other stakeholders | | | | | |
| Desired outcome | Chosen action / approach | Resources / estimated cost | Staff lead | Expected impact / outcomes | Evaluation of impact |
| To provide effective feedback to parents/carers despite not being able to have 'normal' teacher/parent consultation evenings. | Use EduLink system to facilitate online parent/teacher consultation meetings. | COST of system per year group Est £300 Staff training time | SWO | Parents and staff confident to use system and able to have successful and useful consultations which enables students to make better progress. | Feedback following Y11 event in Dec was extremely positive. Many staff and parents suggested this method being used after the pandemic is over! |

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| All parents/carers and other stakeholders are well-informed. | Detailed information provided to all and regular letters sent to keep all well-informed. Use text and email to ensure all are reached. | Cost of text messages Est £50 | EDO | Parents/carers and other stakeholders feel well-informed and confident about the school's response to the situation. | Feedback has been very positive. |
| Total estimated cost | | £350 | Costs (time) XXX teacher hours (av. Teacher cost = £38/hr) | | £TBC |
| Total estimated costs across all 3 groups of strategies | | £89,873+ some TBC | Costs (time) 298 teacher hours (av. Teacher cost = £38/hr) | | £11.324 + some TBC |

