



Bishop's Hatfield Girls' School Covid-19 Catch-Up Premium Strategy

Funding 2020-21	Approx. 750 pupils aged 11-16 @£80 per pupil = £59,160
Anticipated funding 2021-22	Expected amount £30,000

Strategy statement:

This funding will be used to support our pupils to recover from lost time after the school closure that took place from March 2020 and again from January 2021 and due to subsequent disruption to their learning as a result of the Covid-19 pandemic. This is especially important for pupils from the most vulnerable and disadvantaged backgrounds. We aim to:

- reduce the attainment gap between disadvantaged pupils and their peers
- raise the attainment of all pupils and to close any gaps created by Covid-19 school closures
- Use staff Covid Recovery Group to develop and monitor plans

Catch up priorities (in all cases disadvantaged pupils will be prioritised):

- Year 11 attainment in core subjects and overall attainment
- Year 7 and 8 literacy and numeracy
- Year 13 attainment
- Year 7-13 pupil wellbeing
- Year 6 to 7 transition

Identified barriers to learning and attainment

- Low literacy and numeracy
- Gaps in knowledge and skills for those who did not engage in digital learning or who experienced extended periods of self-isolation
- Lack of motivation and engagement from some vulnerable groups
- Reduced attendance
- Lack of parental engagement and support
- Lack of ICT access at home

Catch-up Actions 2021-22

Quality of Teaching for All

Action	Success Criteria / Intended Outcome	Monitoring
Develop blended and digital learning strategy to aid teaching. Training for staff Leadership time Investment in hardware: chromebooks, webcams, headphones, mics etc	Remote learning strategy in place. Use of blended learning. Contingency plans in place for students/staff isolating and school closure. All pupils able to access remote learning.	Effective implementation of remote learning in Jan-March lockdown: wider use of technologies and teaching strategies. Remote Learning Policy in place and used effectively. All pupils able to access remote learning or invited in to school.
Identification of learning gaps through subject assessment	Individual pupils identified as needing catch-up. Staff understand topic areas where catch-up required	Assessment used in all subject areas to identify learning needs. Assess-Identify-Intervene- Monitor approach used Ongoing need to assess pupils
Targeted support (academic)		

Action	Success Criteria / Intended Outcome	Monitoring
Year 7 and 8 targeted catch-up tuition in literacy and numeracy from specialist staff	Catch up on lost learning in literacy and numeracy Students making good progress in English and Maths	2 specialist SEND qualified teachers employed to carry out support classes. Strong evidence of progress made.
Option support small group work in Year 11	Boost GCSE skills, especially in core subjects	Ongoing. Increasing numbers identified as requiring support with some dropping GCSEs in order to focus on fewer subjects
National Tutoring Programme for targeted Year 11 pupils	Improved attainment in core subjects	X3 groups undertook tutoring: 2x Y11 and 1 x SEND across year groups. Remote provision for Y11 groups had mixed impact. Face-to-face with SEND pupils far more effective.
Year 11 in-house one-to-one tutoring delivered by subject specialists	Targeted pupils improve confidence and attainment in key subjects	Success in targeted areas. Changes to exam system for 2021 raised different set of challenges around this.
LSA support focussed on Year 11 SEND	Improved attainment for LPA pupils	Targeted support effective for key individuals.
Year 11 drop-in support/Breakfast Club	Improved attainment and familiarity with exam papers	Changes to exam system meant this was not required as much as anticipated
Subject-specific revision sessions for Years 11 and 13	Gaps in knowledge and understanding filled. Pupil confidence boosted.	Changes to exam system meant this was not required as much as anticipated
Summer school for Year 6 to 7	Literacy and numeracy support given Identification of learning needs Smooth transition in September	X60 pupils attended over 2 weeks. Range of activities offered Feedback exceptionally positive

Targeted support (pastoral)

Action	Success Criteria / Intended Outcome	Monitoring
Bespoke programme to support return to school through form time activities	Smooth transition back to school in September	Sept 2020 return to school was vyer smooth. Greater number of issues experienced following Jan-Mar 2021 lockdown. Pupil surveys used widely and effectively to support and anticipate issues prior to return.
One-to-one mentoring	Pupil wellbeing supported. Reduced behaviour referrals.	Mentoring undertaken. Large number of pupils with anxiety issues - funding not sufficient to create capacity to meet need and external services very limited
Wellbeing resources devised, sourced and publicised	Pupils understand where to go for wellbeing support and help. Breakdown stigma around asking for help. Attendance remains high.	High levels of pupils and parent awareness about where to access help
Join the Welwyn Garden City & Hatfield Schools Partnership	Family Support Workers and other elements of the programme accessed by BHGS families	Partnership has offered good opportunities to support key families.
Summer school for Year 6 to 7	Team building and creative activities to build confidence Identification of social Smooth transition in September	X60 pupils attended over 2 weeks. Range of activities offered Feedback exceptionally positive

Catch-up Plans 2021-22

Quality of Teaching for All

Action	Success Criteria / Intended Outcome
Develop blended and digital learning strategy to aid teaching. Training for staff Leadership time Investment in hardware: chromebooks, webcams, headphones, mics etc	Remote learning strategy in place. Use of blended learning. Contingency plans in place for students/staff isolating and school closure. All pupils able to access remote learning in case of self-isolation.
Identification of learning gaps through subject assessment	Individual pupils identified as needing catch-up. Staff understand topic areas where catch-up required

Targeted support (academic)

Action	Success Criteria / Intended Outcome
Year 7 and 8 targeted catch-up tuition in literacy and numeracy from specialist staff	Catch up on lost learning in literacy and numeracy Students making good progress in English and Maths
Option support small group work in Year 11	Boost GCSE skills, especially in core subjects
National Tutoring Programme for targeted Year 11 pupils. Explore in-house options for tutoring.	Improved attainment in core subjects
Year 11 in-house one-to-one tutoring delivered by subject specialists	Targeted pupils improve confidence and attainment in key subjects
LSA support focussed on Year 11 SEND	Improved attainment for LPA pupils
Year 11 drop-in support/Breakfast Club	Improved attainment and familiarity with exam papers
Subject-specific revision sessions for Years 11 and 13	Gaps in knowledge and understanding filled. Pupil confidence boosted.

Targeted support (pastoral)

Action	Success Criteria / Intended Outcome

Bespoke programme to support return to school through form time activities	Smooth transition back to school in September
One-to-one mentoring	Pupil wellbeing supported. Reduced behaviour referrals.
Wellbeing resources devised, sourced and publicised	Pupils understand where to go for wellbeing support and help. Breakdown stigma around asking for help. Attendance remains high.
Join the Welwyn Garden City & Hatfield Schools Partnership	Family Support Workers and other elements of the programme accessed by BHGS families