



COVID-19 Education Recovery Report: 2020-22

St Christopher's Church of England High School

December 2021

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Introduction

The school's approach to education recovery is based on the single simple aim that no child loses out on their education as a result of the COVID-19 pandemic. It is difficult to evaluate the overall position of pupils but it is likely that St Christopher's students reflect the national picture where young people are starting the new academic year 2-3 months behind where they would typically be expected to be. The accurate assessment of the extent of 'lost learning' and the complexities involved in shaping and implementing effective support should not be underestimated.

Offering support to all pupils and students does not however mean that all have an equal need. Particular emphasis will be offered to supporting the most vulnerable including those with special educational needs and those from a disadvantaged background as there is emerging evidence to suggest that these groups have been disproportionately affected by gaps in education.

The school is committed to an ambitious, long-term recovery plan that supports pupils during 2021-22 and beyond because we understand that the process of recovery is complex, untried and unlikely to be fixed easily or at speed. International research confirms that effective intervention is nuanced, specific and considered and should not be confused with a simplistic approach where 'the same but faster' or 'the same but more of it' is used as means of doing something rather than doing that which is right.

Our approach is evidence based and informed by the work of the Education Endowment Foundation (EEF) with its emphasis on a three tiered model: i) high quality teaching, ii) targeted academic support and iii) wider strategies.

We welcome the various government funding streams, including the universal catch-up grant for 2020-21 and the ongoing roll-out of the National Tutoring Programme, although we also note the observations of Sir Kevan Collins made as he resigned from his position as the government's education recovery commissioner, declaring that government intervention 'doesn't come close' to addressing the challenge facing schools and colleges.

Together we look forward and strive to live out our Foundation Scripture (Psalm 1, 1-3) in order to ensure that all **prosper**.

Number of pupils (accurate as of December 2021)

Main school (11-16)	1000
Sixth form (16-19)	299
TOTAL	1299

Government funding summary

	2020-21(£)	2021-22(£)
Catch-up Grant	79 920	71 175 (carry
Mass testing	34 440	-
16-19 tuition	5 561	5 000 (estimated)
National Tutoring Programme	-	32 000
Recovery premium	-	10 983
Summer School	9660	

1. High Quality Teaching

The most powerful tool at our disposal, before, during and after the pandemic, is great teaching. We are keen that any catch-up initiative is supported by evidence of effective practice and that we limit priorities to those which we are able to manage and deliver effectively. Less is more.

Our commitment to the daily and relentless delivery of great teaching involves an emphasis on high quality instruction, scaffolding, the deployment of cognitive and metacognitive strategies and targeted diagnostic assessments (including the use of quizzes and verbal questioning). This emphasis on 'making every lesson count' is one we have embedded over recent years and needs to be fully realised in all classrooms and at all times.

All subject leaders have identified those areas of learning which have been lost or widely misunderstood and decided whether re-teach the material or to move-on. A distinction has been made between general intervention where a year group or class will benefit from additional support and specific intervention targeted at small groups or individuals. There is also an appreciation that progress in some subjects (such as mathematics and science) is dependent on mastering knowledge one step at a time, whereas for others (such as the humanities), knowledge gaps in one topic may not be as critical for progression. This reminds us of the complexity and nuanced nature of intervention and support.

2. Targeted Academic Support

The main focus of targeted intervention will be around the delivery of English and mathematics. Specialist teachers have been employed to lead this initiative with the intended outcome of offering targeted support to small groups of pupils across all year groups. Evidence supporting small group intervention is compelling as is the need for this support to be carefully planned and implemented. Sessions will be relatively brief (no longer than a standard single lesson), occur regularly and will be sustained over a period of time. Considerable thought has already been given to the selection of pupils and the relationship between intervention and ongoing teaching and learning to ensure that the two complement each other.

3. Wider Strategies

For many pupils the most obvious impact of the pandemic has been on their social and emotional development. We recognise that most young people are resilient and have been able to adapt to the return to school life relatively unscarred but even this large group have missed out on opportunities offered to previous year groups. Our challenge is to normalise school life and reintroduce standards and expectations in order that pupils are able to thrive and prosper. This means the return of teaching in specialist rooms and the reintroduction of a full and vibrant programme of extra-curricular activities.

The school's wellbeing team has been strengthened in an effort to support pupils who have faced emotional disruption and challenges such that their ability to learn and study has been interrupted. Specialist support and intervention, sometimes involving the intervention of outside groups, has already been offered and deployed to work with the most needy and vulnerable. We are acutely aware that the COVID pandemic has exacerbated those inequalities and injustices evident before spring 2019 and that these need to be addressed with a degree of urgency.

Taken together we are confident that this tiered approach will address many of the unprecedented challenges faced by pupils and staff.

Education Recovery Report: 2020-22

Please note: some financial costs are provisional and may change. Most actions have been identified as priorities in the School Improvement Plans for 2020-21 and 2021-22.

1. High Quality Teaching

Action	Academic year	Staff lead	Intended actions & outcomes	Quality assurance	Review	Budget heading	Cost
Provision for remote learning during lockdown (Jan-March 21) and subsequent COVID related pupil absence	Spring term 2020-21 and ongoing	RJS/NMN	Appropriate IT (classroom cameras and pupil laptops) provision to limit impact on pupil progress for all pupils, particularly for SEND and disadvantaged. Provision of live lessons (all) during lockdown in order to minimise the extent of lost learning.	SLT QA of lockdown delivery. Middle leader (pastoral and curriculum) analysis of use (frequency and quality) for disadvantaged.	Pupil work completion and ongoing rates of understanding (see regular diagnostic testing reporting of progress – termly).	Catch-up premium	Laptop provision – (90 x £275) £24 750 Classroom cameras – (varying specification dependent on need - 15 x £42 = £630 10 x £30 = £300 60 x £33 = £1 980) TOTAL £27 660
CPD to support further improvements in the quality of teaching (up front training and follow on support) Reintegration to new school year – high expectations	Summer term 2020-21 and ongoing	NMN	Increase in teacher expertise and delivery covering formal instruction, scaffolding, questioning, metacognition and targeted diagnostic assessments. Also covering quality online delivery, assessment and provision with the aim of minimising adverse impact of lockdown.	Evidence via subject reviews, lesson observations and work scrutiny. Areas embedded in performance management targets. Online subject leader monitoring and collaboration.	Up front training complemented with follow on support – routine and regular. Evaluation following each CPD session (scheduled throughout the year).		Teacher time and expertise. Use of designated CPD time.
Identification (diagnostic testing) of class/year gap identification for all subjects (priority to disadvantaged and SEND)	Summer term 2020-21 and ongoing	HoD	Each subject area to identify gaps in learning (skills, knowledge and understanding) and make explicit plans to address gaps where necessary. English – testing of all pupils for R&W	HoD meeting with Head – direct accountability. Amendments to SoL and subject declaration of Purpose. Termly diagnostic testing (cycle). Subject lists by Oct half-term.	Formal termly evaluation with more frequent review for small group intervention. Incorporated in subject reviews. Subject leaders to review progress data to check that gaps reducing.		Teacher time. Use of English Library lessons.
CAT4 tests for all Year 7 pupils, alongside Y7 baseline assessments	Sept 20-21 AND Sept 2021-22	RCE	To identify trends of ability and establish baseline of pupil performance in absence of KS2 SATs. To be shared with parents where appropriate.	National tests – QA in place.	Bi-weekly formal discussions with heads of English and mathematics. Termly review of Y7 teaching groups (composition largely informed by CAT scores). Organisation (setting) of Y7 classes from late autumn term 21.	Catch-up premium	Sept 20 £2 2173 Sept 21 £2 278

Action	Academic year	Staff lead	Intended actions & outcomes	Quality assurance	Review	Budget heading	Cost
Trial ALPS for 14-16 tracking and performance	Sept 2021	RCE/NMN	Refine (simplify) current KS4 target setting (FFT) tracking to replicate established and successful system used in the sixth form with the aim of identifying pupils/ classes requiring intervention.z	National scheme (although smaller number of centres than for A-level) – QA in place.	Termly review – used to assess pupil progress against targets.	Catch-up premium	£1 000
Enhanced ALPS for 16+	Sept 2021	HDS/RCE	Extend current use of ALPS to include in-house assessments (e.g. PPEs) in order to monitor progress and identify students/ classes requiring intervention.	National scheme – strong QA in place.	Concern expressed that CAG have inflated ALPS target figures.	16-19 Tuition Fund	£ 2 895
Reintroduction of routine monitoring via subject reviews and form inspection	Sept 2021	SLT	Work collaboratively with department teams to further improve quality of teaching with emphasis on gauging quality and extent of catch-up measures.	Middle leader discussion testing the gap between intended intervention and provision. First subject review (mathematics) making use of LA advisor.	Evaluation after each subject review pegged against mathematics (where external verification and QA in place)	Included in LA SLA	LA advisor time.
Develop study skills and promote academic discipline, self-motivation and organisation across key stages 4 & 5 Embedded assessment weeks – all year groups.	Autumn term 2021	SLT HoY	Share and embed techniques for successful study, including retrieval. Off timetable events for years 10 & 11 and five discrete enrichment sessions for sixth form.	Increased use of study skill techniques leading to improved academic outcomes (check termly pupil progress reports).	Pupil evaluation during study skills days.		Teacher time and expertise.
Year 6 summer school and provision of 'bridging units'	Summer holiday 2021	SCR/SLT	Five day summer school for Y6 pupils with a place in Y7 (July-August). Varied curriculum with emphasis on core subjects plus enrichment (inc. enterprise day). Bridging units in core subjects for all pupils, including common reading book for all.	Evaluation of curriculum offer prior to delivery. Careful selection and deployment of staff. Targets in relation to participation (140 + attended) with emphasis on SEND and PP.	Strong anecdotal levels of support from pupils and parents. Reduction in challenges normally associated with transition to secondary school.	Summer school grant	Total budget - £9 660 (staffing and resources)

2. Targeted Academic Support

Action	Academic year	Staff lead	Intended actions & outcomes	Quality assurance	Review	Budget heading	Cost
Intervention in mathematics	2021-22 Autumn term	NMN/RKY	Completion of diagnostic testing and assessment. Targeted small group (5 max) intervention for years 9 – 12 led by specialist teacher. Classes limit disruption to other subjects and mirror content and topic taught in-line with SoL.	Increased levels of confidence and understanding in class. Overcoming misconceptions and allowing for more rapid rates of progress. Pupil lists by late Sept. Planned programme in place and implemented.	Ongoing (a flexible approach, allowing pupils to return to classroom teaching as appropriate) combined with formal testing at the end of intervention. Bi-weekly SLT meeting. Autumn term progress report analysis. Reporting to governors. Review likely to lead to wider roll-out.	Catch-up premium	£19 477 (teacher costs, inc. on-costs)
	All year	KHN	Third Space learning (online tutoring) for all LAC pupils.	Third Space – external QA.		Pupil premium	£1 650
	Spring term	NMN/RKY	Autumn term diagnostic assessment leading to identification of intervention groups – target KS3. After school provision (face-to-face and online) for small group (possible 4 sessions per week)			Catch-up premium (recovery premium for PP)	Staff hourly rate @£30/hour £2 361
Intervention in English	2021-22	NMN/WYG	Completion of diagnostic testing and assessment (RAG rating used). Delivery by 2 x specialist teachers and school librarian. 15 groups (KS3) – 60 pupils. Focus: reading comprehension & understanding. Supported further through IDL and AR. Investigate - LEXONIC	Pupil lists by early Oct and programme in place for HT2. Regular testing against national reading baseline data. Comparison between pupil progress and peer group.	Ongoing (a flexible approach, allowing pupils to return to classroom teaching as appropriate) combined with formal testing at the end of intervention. Bi-weekly SLT meeting. Autumn term progress report analysis. Reporting to governors. Half-termly analysis of RAG list reducing numbers requiring intervention over time.	Catch-up premium (recovery premium for PP) SEND Pupil premium	£49 779 (teacher costs, inc on-costs) IDL £199 AR £1 683

3. Wider Strategies

Action	Academic year	Staff lead	Intended actions & outcomes	Quality assurance	Review	Budget heading	Cost
Appointment of Director of Enrichment (part of extended SLT)		WLD	To oversee the reintroduction of a full, planned and evaluated programme of enrichment and extra-curricular activities for all pupils. Emphasis on broadening rates of involvement to include SEND and PP.	Increase in the number of clubs and opportunities offered and a corresponding increase in rates of participation.	Ongoing with weekly review at meetings of SLT and bi-weekly conversations with SLT lead.	Catch-up premium	£1 000
Reintroduction of extra-curricular activities		Various	To offer pupils a variety of high quality and planned experiences outside the classroom. The aim is for all departments and most staff to offer time and commit to extra provision.	Survey of pupils, parents and teachers in an effort to identify barriers to involvement. QUEST initiative (11-16) High profile publicity through social media.	Half-termly review of provision and rates of participation.	Pupil premium	Possible cost for Young Enterprise and DoE
Review and redeployment of Wellbeing Team		SPN/ROY	Revise the systems for intervention and the monitoring and support of vulnerable pupils and students. Better use of staff specialisms and expertise. Introduction of triage system of assessing need.	Measured impact on pupil behaviour, attendance, attitude and involvement.	Regular monthly meetings of Wellbeing Team and attendance officer led by AHT.		Staff time
Pupil mentoring scheme extended into Y8		SPN HoY	Extension of Y7 pupil mentoring programme into Y8 in an effort to address sense of dislocation and lack of familiarity with school site and expectations. High ability cause for concern – identified in summer term progress reports.	Comparison with Y7 provision in order evaluate quality.	Pupil questionnaire / survey. Use of year group councils to monitor need and provision.		Staff time

Action	Academic year	Staff lead	Intended actions & outcomes	Quality assurance	Review	Budget heading	Cost
Uniform 'swap shop'		WLD FOSC	Opportunity for families hit adversely by the financial costs of the pandemic to save on the cost of new school uniform.	All pupils and students meeting uniform expectations and removal of stigma for infringement or variation. Financial saving for families.	Ongoing support and checks from HoY and pastoral team.		Staff time
Counselling		Wellbeing Team T.L.G	Targeted support and counselling from school counsellor, support staff (HoY team & Wellbeing Team) and 'Transforming Lives for Good' (TLG)	Significant and pronounced improvements in emotional wellbeing and stability leading to stronger educational outcomes.	Regular monthly meetings of Wellbeing Team led by Snr AHT.		Staff time
Extending provision for spiritual support and guidance with the launch of a new youth church			Ability to offer strong emotional support and guidance following a period of disruption and upheaval.	Difficult to QA as this is a new initiative!	Attendance figures and composition.		



**That person is like a tree planted by streams of water,
which yields its fruit in season and whose leaf does not wither-
whatever they do prospers.**

Psalm 1:3



St Christopher's CE High School

Queens Road West, Accrington, Lancashire, BB5 4AY

 **01254 232 992**



www.st-christophers.org

