

## Manor High School: Covid-19 Catch-Up Funding Strategy 2020-21

Summary information					
<b>School</b>	Manor High School				
<b>Academic Year</b>	2020-21	<b>Total C-19 budget</b>	£69.6k	<b>Date of plan</b>	Sept 2020
<b>Number of pupils (Y7-Y11)</b>	870	<b>C-19 budget per pupil</b>	£80	<b>Date for next internal review of this strategy</b>	Jan 2021

Strategy statement
<p>Manor High School is committed to supporting all students impacted as a result of the Coronavirus outbreak. Funding will be directed towards three key areas (as outlined in the Education Endowment Foundation Guide to Supporting School Planning). Found here <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2020-21.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2020-21.pdf</a></p> <p><b>Teaching and whole school strategies</b></p> <ul style="list-style-type: none"> <li>- supporting teaching through professional development, focus on training in use of Microsoft Teams and Research-Based Inquiry.</li> <li>- supporting well being through an assigned school well being professional</li> <li>- assessing impact of Covid-19 upon learning upon students transitioning from primary to secondary school.</li> </ul> <p><b>Targeted support</b></p> <ul style="list-style-type: none"> <li>- small group tuition and mentoring for most affected students/groups</li> <li>- targeted intervention programmes for year 11 and 7 students identified from school progress data analysis in Maths and English.</li> </ul> <p><b>Wider strategies</b></p> <ul style="list-style-type: none"> <li>- improved access to technology for students and staff (webcams and laptops)</li> <li>- online services to support home learning</li> <li>-online parents' feedback software identified, implemented, and evaluated.</li> <li>-development of online assessment for students to ensure identification of gaps in knowledge occurs despite isolations as a result of Covid-19.</li> </ul>

1. Desired outcomes		Success criteria
A.	Improve quality of remote provision and work inside and outside of the classroom	Students and parents will report improved quality of work set online. School QA cycle reports delivery of school KPIs through application of research based inquiry. Engagement data will show improved outcomes for all groups. Client surveys report positive responses. Parental engagement with online parents' evenings increases.
B.	Low levels of behaviour incidents and excellent attendance in school. Students for well being support identified and attendance increases.	Overall school attendance (excluding X coded pupils) at rates above national average. School attendance figures for identified students increases. Behaviour incidents and exclusions at/below comparison 2019-20 rates to be reviewed monthly. Appointment of school well-being professional.
C.	Identification of students requiring support to ensure they are 'secondary ready' and also 'GCSE ready' .	Data using GL Assessment/Accelerated Reader. (in addition to Ma/En data) identifies students that require additional interventions to ensure they are 'secondary ready' and 'GCSE ready'. Interventions put in place and reviewed 4 weekly.
D.	Engagement in work outside of the classroom improves during the academic year	Increased use of online platforms, GCSE Pod and Satchel. Comparisons to 2019/2020 rates.
E.	Vulnerable students receive high quality support through TA support with online learning. Vulnerable staff can provide high quality support remotely, therefore ensuring no negative impact upon student progress.	School identified vulnerable students are supported through remote on line support from TAs when required. Engagement and progress is sustained, and client surveys report positive responses. School identified vulnerable staff are able to provide a high quality learning experience remotely.

2. Planned expenditure							
Academic year	2020-21						
Desired outcome	Action	Rationale and monitoring	Staff Lead (Oversight)	Cost	Jan 21 RAG	Apr 21 RAG	Sept 21 RAG
A-Improve quality of remote provision and work inside and outside of the classroom	A(i) Strategic Lead for ICT to lead school CPD focussed upon high quality online learning	Strategic lead for ICT will work across all school areas to support the development of Microsoft Teams as the single platform for remote learning/work outside of the classroom. Training sessions for staff and parents, help pages set up for parents. Regular communication with parents from Strategic Lead for ICT will ensure parent engagement remains high. Monitored through staff and parental surveys	AM (SG)	£3,000	Anecdotal evidence positive, formal client surveys (mar 21)	Significant training has resulted in engagement of 90%+ of students in online provision. Reported +vely in client surveys- 2/3rds of students agree that they are supported well whilst being taught	
A-Improve quality of remote provision and work inside and outside of the classroom	A (ii) All staff to engage with Research Based Inquiry (RBI) and implement and evaluate classroom strategies that impact outcomes positively.	AHT for T and L will ensure a Q and A cycle is in place that monitors impact of school KPIs (Manor Highway) and RBI	VP/CLs (SG)	£2000	Staff have identified RBI areas.	Staff have identified RBI areas and CPD has developed this further, a focus for the remainder of the academic year.	
A – Improve quality of remote provision and work inside and outside of the classroom	A(iii) Parents are familiar with and supported with Microsoft Teams as the sole platform for online live learning outside of the classroom.	Regular feedback to and from parents will ensure that they are more informed on the quality and quantity of work expected from students outside of the classroom.	HMs/ AM (NH)	(£3K) A(i)	Anecdotal feedback is positive, client surveys to formalise (Mar 21).	Client surveys report positively that 3/4s of parents agree that provision is good and accessible.	
A – Improve quality of remote provision and work outside of the classroom	Implementation and evaluation of online parents' evenings to ensure engagement from key parents.	Regular feedback to parents will ensure timely updates on engagement in learning (in and out of the classroom). Systems to facilitate online parents' evenings identified, implemented and	IT/HMs (VP)	£2000	Training for use completed, teachers and admin, parent guides sent and first parents evenings taken place, positively received.	School cloud identified as provider, anecdotal evidence is positive, formal client surveys to take place before further	

B – Low levels of behaviour incidents and excellent attendance in school. Students for well being support identified and attendance increases.	B(i) Monitor attendance, behaviour and exclusions of students closely to identify those at risk and refer for well being support. Appointment of staff member to provide individual wellbeing support.	In-school evidence suggests that proactive behaviour interventions will reduce behaviour incidents and exclusions. Behaviour points and exclusions will be monitored by the AHT responsible for behaviour.	HMs/Wellbeing TA (VM)	£10,800	Anecdotal evidence positive, formal client surveys (mar 21)	Evidence from parents and students at Annual Reviews, parental meetings and progress regarding SEND Support	
B – Low levels of behaviour incidents and excellent attendance in school. Students for well being support identified and attendance increases.	B (ii) Compare monthly behaviour data to 2019/20 at department and year level to identify students requiring well being support and subject specific interventions.	Timely interventions ensure that students are identified for well being support and academic support from CLs that ensures gaps are closed.	HMs/CLs (SG)	£0	Behaviour indicates an improvement- 3.5times less sanctions applied in Term 1.	Data remains similar for Term 2- identified students in each house that are not following the pattern have been identified and case studies in place.	
C – Identification of students requiring support to ensure they are 'secondary ready' and 'GCSE ready'.	C(i) Use of GL Assessment/Accelerated Reader to identify students that are a) not secondary ready and b) are requiring extra levels of challenge.	Identification of a) and b) students and classroom strategies in place to support students to becoming secondary ready in Maths and English.	CLs/NH (SG)	£3000	Classroom intervention sessions are in place in Ma and Eng, and additional sessions by HLTA appointed, and Ma staff have begun.	Students identified, and interventions are in place. Numbers not secondary ready have declined. Outcomes to be fully evaluated in Term 6.	
C – Identification of students requiring support to ensure they are 'secondary ready' and 'GCSE ready'.	C(ii) Identified Yr 7 students engage with additional sessions for Maths and English- focussed on identified areas.	Students identified through data and scheduled intervention sessions in Maths and English have demonstrable impact.	CLs/NH (SG)	£8,000		Additional external remote sessions to take place in terms 5 and 6 for those still not 's;r' as a result of C (i) above.	
C – Identification of students requiring support to ensure they are 'secondary ready' and 'GCSE ready'.	C(iii) Identified students from academic and pastoral data engage with additional sessions for Maths and English focussed on identified areas.	Students identified through data and scheduled intervention sessions in Maths and English have demonstrable impact.	CLs/NH (SG)	£8,000	Year 11 prioritised and Yr 11 intervention tt in place for targeted students.	Students identified- from year 10 group now. Tutoring company deployed for extra interventions on line Yr 11 intervention sessions	

C – Identification of students requiring support to ensure they are 'secondary ready' and 'GCSE ready'.	C (iv) Identification of English Language/Literature being an area of vulnerability for students	Review of English staffing to enhance progress rates, increasing teaching and HLTA support.	SG/SH	£18,000	Groups of learners where progress can be enhanced further identified.	Redeployment of existing/ additional staff appt to enhance progress in yr 10 Eng	
D - Engagement in work outside of the classroom improves during the academic year	D(i) Whole school learning platforms to support homework and remote learning are introduced (GCSE Pod and Satchel)	School use of GCSE Pod and Satchel is monitored to show engagement of learners from yr 10 and yr 11.	NM/AM (SG)	£2,000	<p>Year 10 75% of students are active on GCSE Pod with 6 Pods.</p> <p>Year 11 100% of students are active on GCSE Pod with 178 Pods.</p> <p>Year 11 100% of students may have been impacted by the move from exams to TAGS. Next steps are to promote usage in lessons and to set as homework</p>	<p>Year 10 75% of students are active on GCSE Pod with 6 Pods.</p> <p>Year 11 100% of students are active on GCSE Pod with 178 Pods.</p> <p>Year 11 100% of students may have been impacted by the move from exams to TAGS. Next steps are to promote usage in lessons and to set as homework</p>	

E- <b>Vulnerable students</b> receive high quality support through TA support with online learning. Vulnerable staff can provide high quality support remotely, therefore ensuring no negative impact upon student progress.	E (i) TAs are able to give high quality remote support to students who are learning/being assessed online	Additional laptops/devices purchased to enable TAs to maximise use of TEAMS for vulnerable students/ Use and Quality of support monitored by the SENCO. Allocation of Key Workers by SENCO and resource enabled through Key Workers.	VM	£5,000	Anecdotal evidence positive, formal client surveys (mar 21)	Evidence from parents and students at Annual Reviews, parental meetings and progress regarding SEND Support plan outcomes is positive.	
E - Vulnerable students receive high quality support through TA support with online learning. <b>Vulnerable staff</b> can provide high quality support remotely, therefore ensuring no negative impact upon student progress.	E(ii) Vulnerable staff who are unable to be in classrooms can still provide subject specialist academic support to students through remote access to classes of learners in school.	Additional laptops/devices purchased to enable vulnerable staff to provide high quality teaching and learning. Staff identified from official government guidance.	SG	£5000	Laptops identified and purchased. RAs for CV staff completed.	During lockdown from Jan to March, 100% of staff were able to deliver learning remotely, when required to, due to the pandemic. System in	
<b>Total budgeted cost</b>			<b>£66,800</b>				
<b>Contingency</b>			<b>£2,800</b>				

### 3. Evaluation of impact 2020-21