



## Sharples School Coronavirus (COVID-19) Catch-up Premium

The government COVID-19 catch-up premium has been established to mitigate the effects of the unique disruption caused by coronavirus. The grant will only be available for the 2020-2021 academic year.

Schools should use this funding for specific activities to support pupils to catch up for lost teaching time over the previous months. To support schools to make the best use of the funding, the EEF has published a support guide:

<https://educationendowmentfoundation.org.uk/covid-19-resources/covid-19-support-guide-for-schools/#nav-covid-19-support-guide-for-schools1>

A summary of their key areas of best practice is as follows:

Teaching and whole-school strategies	<ul style="list-style-type: none"><li>• High-quality teaching for all</li><li>• Effective diagnostic assessment</li><li>• Supporting remote learning</li><li>• Effective Transition</li><li>• Focusing on professional development</li></ul>
Targeted approaches	<ul style="list-style-type: none"><li>• High-quality one to one and small group tuition</li><li>• Teaching Assistants and targeted support</li><li>• Academic tutoring</li><li>• Planning for pupils with Special Educational Needs and Disabilities (SEND)</li></ul>
Wider strategies	<ul style="list-style-type: none"><li>• Supporting pupils' social, emotional and behavioural needs</li><li>• Planning carefully for adopting a Social and Emotional Learning curriculum</li><li>• Communicating with and supporting parents</li><li>• Successful implementation in challenging times</li></ul>

As with all government funding, school leaders and governors must be able to account for how the money is being used. Therefore, the impact and spending strategy for this catch-up premium will be reviewed at the end of 2020-2021 academic year and throughout the 2021-22 academic year.

When Ofsted re-commence routine inspections, they will make judgements about the quality of education being provided which will include how you are using the funding to ensure the curriculum has a positive impact on all pupils.

## Coronavirus (COVID-19) Catch-up Premium Strategy Outline

**ACADEMY NAME;** SHARPLES SCHOOL  
**HEADTEACHER;** ANN WEBSTER  
**CHAIR OF GOVERNORS;** JOHN SHEPLEY

**AMOUNT OF COVID-19 CATCH-UP PREMIUM; £86,640**

<b>Area/Lead</b>	<b>Specific Strategy</b>	<b>Evidence for need</b>	<b>Success Criteria</b>	<b>Timescale</b>	<b>Cost</b>	<b>Impact and Evaluation</b>
<b>Targeted Approaches</b>	<i>Students with reading ages below chronological age, particularly students with reading ages below 10 years to receive a range of targeted reading interventions;</i>  <i>Intervention group in Yrs7-8 who follow an adapted curriculum in English including based on Direct Instruction programme called Corrective Reading</i>	<i>Reading ages:</i>  <i>Year 7 average reading age = 10.3 (compared to 10.10 for current Yr9 in Yr7)</i>  <i>Year 8 average reading age = 11.2 (compared to 11.8 for current Yr10 in Yr8)</i>  <i>Yr7: Disadvantaged students 10 months behind non disadvantaged</i>	<i>Significant acceleration in students' reading ages particularly for the weakest readers to enable all students to be able to access the curriculum.</i>	<i>From May 2021</i>	<i>£10,000</i>	<i>2020-21 Yr7 - +7 months progress (whole cohort +5 months), Yr8 +8 months progress (whole cohort 8 months). Corrective Reading will be used for Yr7 intervention form in 21-22.</i>  <i>Beginning October 2021</i>
<b>ENGLISH RDA</b>	<i>RAS to deliver Corrective Reading to Yr7 and 8 intervention forms. Corrective Reading resources for 2 year groups</i>  <i>Reciprocal Reading research project with Queen's University Belfast will need TA/HLTA to deliver 3-4 sessions a week for 20 students</i>					

	<p><i>HLTA/teacher to run form time reading buddy intervention and reward activities for successful completion</i></p> <p><i>Books for form time reading and reading lessons</i></p> <p><i>National Tutoring Programme tutor for small group intervention with Fresh Start phonics programme</i></p>	<p><i>Yr8: Disadvantaged students 9 months behind non disadvantaged</i></p>				<p>Beginning October 2021</p> <p>Autumn 21 - All Year 7 and Year 11 pupils given a free reading book to promote reading for pleasure.</p> <p>20-21 - 15 sessions for 24 Yr7 students led to an average of 11 years and 7 months reading age progress (whole cohort 5 months). 21-22 - HLTA delivering Fresh Start phonics to weakest readers in Yr7.</p>
<p><b>Teaching and whole school strategies</b></p> <p><b>DT</b></p> <p><b>RAP</b></p>	<p><i>YR10 Photography will begin portfolio 2 in September based on the theme of 'Geometric'. The initiative aims to take pupils to Manchester City Centre to capture a range of photography on the theme of architecture. Pupils will explore and have the opportunity to capture photographs at some unique buildings.</i></p>	<p><i>Students have missed out on opportunities to take high quality photographs beyond their own school grounds due to COVID. This limits their grade potential in this subject.</i></p>	<p><i>Pupils will have a range of strong photographs to include in their portfolio 2 to ensure high quality outcomes.</i></p>	<p>Sept 2021</p>	<p>£1000</p>	
<p><b>Teaching and whole school strategies</b></p> <p><b>COMP</b></p> <p><b>LWI</b></p>	<p><i>Revision books for each pupil, one to remain in school named to pupil (due to addition of personal notes etc) one to be sent home to ensure all have access at all times</i></p> <p><i>(Currently 92 pupils in yr 9 and 10 with 61 on year 8 options list for next year, therefore ~160 books required.</i></p>	<p><i>Erratic engagement during remote lessons and lack of engagement with subject beyond lesson</i></p>	<p><i>Improved outcomes for all pupils</i></p>	<p>Sept 2021</p>	<p>£960</p>	

<b>Teaching and whole school strategies</b>	To be able to start Year 9 with the basic skills which would usually have been taught in Year 7 & 8. To pass their sewing machine “driving licence” to provide confidence and independence.	During home learning, a number of students falling behind in basic skills due to slower engagement than non SEND students.	To provide confidence in using equipment/machinery at the start of the course making sure basic skills are in place.	July 2021	£250	
<b>DT</b> <b>CTO</b>						
<b>Targeted Approaches</b>	Super Saturday/Sunday - short bursts of focused work revisiting key areas and building/promoting self-esteem and confidence in those areas for students at E or K on the SEND register in yr10. The aim is to make those students feel important and valued as we would do for the top end students during a Raising Aspirations session for example. Food and sport to keep the students motivated and on board with the afternoon.	Raised confidence in basic skills needed to access the curriculum.	To increase confidence in basic, functional skills. To raise self-esteem and belief in one's own ability by revisiting key skills to ensure better access to the curriculum with a focus on numeracy and literacy.	July 2021	£500	
<b>SEND</b>						
<b>JPA</b>						
	Times Table Rock Stars License	Maths staff have identified a number of students who struggle with this, particularly in yr.7.	To increase confidence in times tables, a basic, fundamental skill that some students are struggling with.	July 2021	£94.50	HLTA delivering from October 21.
<b>Targeted Approaches</b>	Cover for two members of staff to progress coursework over two mornings in an IT suite.	Seeking to close the gap within Year 9 Engineering and Photography where pupils are not yet achieving their target grades in coursework based activities due to lockdown where	Pupils will be fully on-track to achieve or exceed their target grades, and will progress over the course in a more positive mind-set.	July 2021	£250	
<b>DT</b> <b>RAP</b>						

		<i>practical activities were not possible</i>				
<b>Targeted Approaches</b>  <b>Photography</b>  <b>RAP</b>	<i>Photography equipment - bags for outdoor photography use</i>	<i>In order to facilitate outdoor photo sessions this equipment is needed. During lockdown these students haven't had the opportunity to take photos on location required for their GCSE</i>	<i>Higher quality images in order to improve attainment in this subject.</i>	Sept 2021	£329	
<b>Teaching and whole school strategies</b>  <b>MFL</b>  <b>RMI</b>	<i>Access to native speaking experience through plays  KS4- 2 Plays (1 French, 1 Spanish)  Y8- 2 Plays (1 French, 1 Spanish)</i>	<i>Lack of confidence in listening, which nationally is the weakest skill, has led to a disparity in attainment across the four skills. We would like to provide pupils with more opportunities to listen to native speakers. We aspire to engage pupils by providing language learning opportunities in a range of formats, making sure pupils have fun whilst learning. This will also contribute to increasing motivation to learn and use a foreign language.</i>	<i>Pupils will gain confidence in using the key vocabulary heard in the play and be able to transfer it to GCSE assessments. Pupils will also become more culturally aware thanks to the interesting visual resources the plays provide.</i>	July 2021	£1800	To take place in December. Y8 pupils-French and Spanish KS4 pupils-French and Spanish

<b>Teaching and whole school strategies</b>  <b>MFL</b>  <b>RMI</b>	<p>3 Spanish magazines x £10 each x15 students 3 French magazines x£10 each x 15 students(a class set)</p>	<p><i>The need for current , authentic, age appropriate content that engages and inspires students. These quarterly topical magazines bring a new dimension to language learning by providing relevant reading material on topics that students are interested in and can identify with. Particularly due to the lack of relevant target language reading during covid.</i></p>	<p><i>The magazines use vocabulary to complement the GCSE specification, and they are age appropriate, so pupils will gain confidence in using the key vocabulary that they have read in the magazines and be able to transfer it to their written work. Pupils will also become more culturally aware thanks to the interesting range of articles provided. This will lead to increased confidence in reading and writing skills.</i></p>	July 2021	£900	Waiting to receive our first issue. All pupils:KS3 and KS4 ,both languages.
<b>Teaching and whole school strategies</b>  <b>MFL</b>  <b>RMI</b>	<p>A subscription to the website <a href="https://www.thisislanguage.com">https://www.thisislanguage.com</a></p>	<p><i>Lack of confidence in listening, which nationally is the weakest skill, has led to a disparity in attainment across the four skills. We would like to provide pupils with more opportunities to listen to native speakers.</i></p>	<p><i>Improved performance in all four skills, particularly listening and speaking. Pupils will also become more culturally aware as they will be exposed to authentic materials,</i></p>	July 2021	£540	All students,KS3 and KS\$ and both languages.

		<i>This has been lacking due to lockdown and pupils working at home.</i>	<i>thus becoming more worldly wise and ready to embrace new opportunities in the future.</i>			
<b>Teaching and whole school strategies</b>  <b>Maths AHA</b>	MyMaths	<i>Independent catch up at home by pupils using this online resource that pupils are familiar with</i>	<i>Catch up of practice of maths skills learned in the classroom that wasn't as prevalent during lockdowns</i>	Sept 2021	£625	Ongoing - HLTA delivering from October 21 to Y7-9
<b>Targeted Approaches</b>  <b>VI FDA</b>	Access to a GCSEPod subscription: <i>To be staffed by VI support staff</i>	<i>To provide high quality verbal input to be used for targeted GCSE revision Y11, in cooperation with subject teachers to ensure specific gaps in understanding from Covid are addressed, as well as home revision.</i>	<i>Pupils with VI will improve their attainment in GCSE courses. They will have more ownership of their independent revision as they will have learnt how to use GCSEPod with support in school and we will be able to tailor their learning to support specific sections of the course on teachers' request.</i>	Sept 2021	£1128	Pupils with VI have been taught how to use GCSEPod for revision. Support staff access the resource to set up personalised playlists for each GCSE Course. Some subject teachers are using GCSEPod to set their own playlists for pupils. Pupil engagement with GCSEPod has been very high.  22.11.21 :  Safa Thagia 142 podcasts streamed  Samuel Wood 94 podcasts streamed

						It has been used to revise for a specific assessment (Samuel Wood) and also for independent study linked to current topics taught in class (Safa Thagia)
<b>Targeted Approaches</b>  <b>WHOLE SCHOOL</b>	Appointment of a HLTA for small group intervention work	<i>Gaps in knowledge and skills in the 3 core subjects can be addressed by small groups and 1:1 intervention once gaps and catch up work identified by teaching staff.</i>	<i>Those who struggled with any aspect of lockdown learning to be "caught up"</i>	Sept 2021	£27,231	
<b>Wider Strategies</b>  <b>Promoting SEB Needs</b>  <b>KMC</b>	Chess Club Resources	<i>To provide a club to promote mental health and wellbeing for students post pandemic</i>	<i>Pupils engage with a club that is strategic thinking and promotes social skills</i>	Nov 2021	£98.90	
<b>Targeted Approaches</b>  <b>DT - Photography</b>  <b>RAP</b>	<i>This is an entire cohort initiative, with an emphasis on ensuring that PP, SEND and WBR pupils have access to high quality camera equipment.</i>  <u><b>Canon EOS 4000D DSLR Camera x 10 (£328.99 each)</b></u>  <u><b>50mm lens x 7 (£75.99 each)</b></u>	I am seeking to reduce the gap in outcomes, particularly from PP, SEND and WBR pupils where I believe their outcomes could be improved. Some pupil outcomes during COVID suffered due to lack of equipment and resources.	<i>Ensure that their photography portfolios demonstrate a high level of skill from the beginning of the course. Pupils will develop more independence and confidence with professional</i>	Dec 2021	3821.83	

	<p><i>The initiative will allow Photography students to improve their photography skills and outcomes to include in both portfolio 1 or 2 of their GCSE Photography qualification. This will be useful for the in school provision in the first instance, however RAP is aiming to develop a loan system where pupils are able to borrow camera equipment for use at home during weekends (with parental permission).</i></p>		<p><i>camera equipment, and resources will be shared across departments (Fashion/Art). This will develop pupil's passion for the subject where they feel confident to pursue the subject at post-16.</i></p>			
<p><b>Targeted Approaches</b></p> <p><b>Science</b></p> <p><b>DSI</b></p>	<p><i>Essential Maths Skills books Required Practical Skills books Questions involving maths skills and the required practicals are historically poorly answered in terminal exams. The disruption caused by lockdowns and bubbles also limited the amount of practical work current Yr11 could do. The resources bid for will allow us to focus in lesson and ALS support on these key aspects of the course. When the required practicals are covered again, we can use the booklets to practice the types of questions associated with them. This also applies to the taught Maths content, students struggle to transfer some of the skills learned in Maths to Science, the maths skills booklet will allow us to practice the skills in a science specific context.</i></p>	<p><i>The disruption caused by lockdowns and bubbles also limited the amount of practical work current Yr11 could do.</i></p>	<p><i>Pupils confidence in answering questions related to the Required Practicals and Maths skills will increase. This should lead to an increase in the marks gained on these questions in exams.</i></p> <p><i>This is intended to be demonstrable via the sustained trajectory of our GCSE Science results, further enhancing the Science Specialism of Sharples.</i></p>	<p>Jan 22</p>	<p>1082</p>	

<b>Targeted Approaches</b>  <b>Art and photography</b>  <b>CFL</b>	<p><i>Van Gogh Museum Visit</i></p> <p><i>I wish to provide students with a deeper understanding of artists research. I want them to see how to be creative with their work and emerge themselves in ideas and inspiration by looking at Van Gogh. I also want them to improve their understanding of wellbeing. Van Gogh is a great person to analyse and discuss to allow pupils to open up about mental wellbeing and the impact covid and out of school issues can have on their school work. I want to bridge gaps in levels of resilience between PP and non PP students and use the exhibition as a vehicle to change some mind sets on how to overcome difficulties. This has affect all students including LAs, MAs, HAs and SEND pupils in the year 10 classes.</i></p>	<p><i>PP pupils have struggled to collect good quality photos for their portfolio. This gap can be bridged during the school visit. The visit will bridge gaps in PP versus non PP in their cultural capital experiences.</i></p>	<p><i>To improve students' cultural experience. Consolidate learning. Introduce new learning opportunities. Provide chances for students who have never had the opportunity to go to an exhibition. Improve motivation and ignite drive and determination to produce better quality artwork. Provide an opportunity to discuss career opportunities in the art sector whilst visiting Media City.</i></p>	Nov 2021	300	
<b>Targeted Approaches</b>  <b>Astronomy</b>  <b>JHG</b>	<p><i>To provide a value for money cultural capital experience for our students with a visit to the National Space Centre. Beyond admission to the museum (scaffolded by an educational 'trail' scouted out by my pre-visit over summer to maximise learning outcomes), the trip also includes a premium guided planetarium tour of the night sky and a challenging rocket building workshop.</i></p>	<p><i>Covid-19 disruption caused the closure of almost all museums and access to many types of cultural capital, both within school (through the cancellation of trips) and without (through the economic impact of the pandemic on families). This bid</i></p>	<p><i>The trip will provide our students with an accessible but challenging context for their Astronomy learning (for example, I am building elements from the exhibition 'trail' into my schemes of learning) as well as</i></p>	Dec 2021	1190	

		<p>seeks to address both of these cultural and economic gaps in the experience of our students.</p>	<p>carefully selected cultural experiences (such as the premium guided planetarium show) not accessible to the general public. My expected impact is a re-engagement in STEM in general post-Covid (given the significant disruption to Science education in particular) via the 'awe and wonder' of Astronomy and Space.</p>			
<b>Teaching and whole school strategies</b>  <b>Food</b>  <b>HFO</b>	2 X Ice cream and Gelato professional =	<p><i>Food - Experiencing the use of professional/specialist equipment used in the catering industry. Students will not have had access to this standard of equipment in a domestic setting during lockdowns and therefore require catch up.</i></p>	<p><i>A professional, high level, quality finish to products in the future through the use of specialist equipment not available to students during lockdown.</i></p>	Dec 2021	500	
<b>Teaching and whole school strategies</b>	4 X Janome 6234XL Overlocker	<p><i>Setting up a new course and allowing students to catch up with skills missed</i></p>	<p><i>A professional, high level, quality finish to products in the future through</i></p>	Dec 2021	1396.00	

<b>FASHION</b>		<i>during lockdown. Access to specialist equipment not available to students whilst studying from home.</i>	<i>the use of specialist equipment not available to students during lockdown.</i>			
<b>Targeted Approaches</b>	Year 11 - Access to live theatre before their own final Component 2 live performance in December - (The Sleeping Beauty trip, 24th November 9.00am-12.30pm)	Lack of live performance access during the past 18 months due to covid which is essential for the course	Improved focus and drive for their coursework completion. Improved confidence levels, stage discipline and motivation.	Nov 21-Feb 22	294.45	
<b>Performing Arts</b>	Year 10 - Access to live theatre to re-ignite students' interest in performance work. As part of Component 1 students study Blood Brothers - (Blood Brothers, Palace Theatre 23rd February 1.00pm-5.30pm)					
<b>AST</b>						
<b>Teaching and whole school strategies</b>	The initiative will involve implementing new schemes of learning in both Engineering and Graphics to fully utilise 2D Design to reinforce and build new skills that would support knowledge for their exams and coursework elements. Engineering will be implemented in YR9 to meet the demands of the new Engineering specification, and Graphics will be implemented in YR10 to diversify projects into the theme of Architecture. The software will be used in the Sharples Bacc club scheduled for term 3B, to ensure that YR7 pupils are able to master the C.A.D. software and build enthusiasm for D&T subjects.	I am seeking to narrow the gap of knowledge and skills using C.A.D. software in various D&T areas. This is targeted at KS4 Engineering and Graphics subjects where pupils have missed opportunities to use the most up-to-date version of the 2D Design C.A.D. package due to COVID disruption. This has particularly affected YR9 and 10 pupils who were unable to gain the full	The initiative will have a lasting impact on both current and future classes, and ensure that each pupil has a thorough understanding of C.A.D. from both a 2D point of view (2D Design) and 3D point of view (Onshape). 2D Design is a software used by a vast range of college providers, therefore it will	Jan 2022	395	
<b>DT</b>						
<b>RAP</b>						

		<i>experience of the software, and therefore lack the required skill set.</i>	<i>ensure that when choosing post-16 options, pupils will have a solid foundation for developing their own Engineering or Graphics skills.</i>			
<i>Wider Strategies</i> <i>Promoting SEB Needs</i> <i>IDA</i>	<i>Duke of Edinburgh - camping/expedition equipment for larger bronze number (80) to take part</i>	<i>Due to Covid there are now more students wanting to take DoE .</i>	<i>Improve SEMH of students and allow CV to be bolstered with both Silver and Bronze Awards</i>	Jan 2022	3052,15	
<i>Teaching and whole school strategies</i> <i>Geog</i> <i>ABA</i>	<i>Textbooks and revision guides for use in Geography ALS and revision sessions</i>	<i>Covid recovery of Year 10 and 11 of the key content of Geography curriculum and reference to key knowledge and vocabulary</i>	<i>Improved outcomes for KS4 pupils</i>	Jan 22 onwards	1559	
	<b>TOTAL SO FAR</b>					59,313.50
	<b>REMAINING</b>					27,324.23