

Covid Catch Up Impact Report 2020-21

A more detailed analysis is available via the school lead: Deputy Headteacher Mrs A Cundle

Teaching and Whole School Strategies

- 100% of teaching staff attended CPD and implemented Cognitive Science strategies into lessons as part of a whole school approach, (see T+L portal/IQTL audit). This was supported by the development of a staff T+L working party and CPD library using Covid funding. All departments received bespoke CPD which resulted in increased retrieval strategies being used within the classroom to promote knowledge recall. The impact can be evidenced via the school's IQTL process and T+L portal.
- All subject areas have planned '100% Books' to aid recall and home learning.
- All lessons were uploaded to Google Classroom following full staff training so that 100% of pupils received the same lessons and content. No pupil was disadvantaged.
- Pre recorded lessons were made and uploaded to Google Classroom by all teaching staff for all subjects across Key Stage 3 and 4. These lessons supplemented pupils working at home independently during the 2nd lockdown and when they were isolating as part of a bubble. 100% of pupils had access to high quality resources.
- 100% of staff, both teaching and support, have accessed a full suite of training bespoke to their development needs and whole school improvement priorities. For example Curriculum Intent documentation was enhanced to ensure key areas such as Personal Development, Careers and Culture Capital were embedded.
- A full NQT programme was planned and delivered which ensured all NQTs successfully completed their NQT year.
- 100% of pupils had access to IT to support their home-learning during partial school closures.
- 100% of pupils had access to high quality PE safely, by accessing additional local facilities during school 'bubbles' and strict covid health and safety guidelines.
- 100% of pupils were able to participate in a PE programme that allowed pupils to stay in bubbles and remain safe whilst supporting their personal development/wellbeing.

Pupil assessment and feedback

- 100% of staff, both teaching and support, have accessed a full suite of training which has resulted in improved T+L. this has been evidenced through the IQTL audit.
- 100% of pupils were given time off timetable for training in how to navigate Google Classroom.
- Sistra training was delivered to all Middle leaders which resulted in them gaining a full understanding of the different cohorts and how to identify them using a data driven approach within their subject. This ensured that adequate interventions were put in place for these pupils. Interventions improved A8 across the school.
- Refresher sessions on Google Classroom were offered as optional CPD sessions so that 100% of staff and pupils had full access to online learning resources, feedback and homework.
- 100% of staff had access to virtual or face to face 'sharing of good practice' for alternatives to book marking (also demonstrated on the schools T+L portal) which

resulted in pupils continuing to receive feedback to support their progress despite the restrictions of Covid.

- CATs used to support an accurate baseline of 100% of Y7 pupils which informs setting and appropriate diagnostics for SEND.
- 100% of staff had access to online support (noted to be the same as the examination board material released to all- past papers.) Information disseminated to all departments and CPD provided so staff were able to utilise this resource as part of their TAG evidence. DTRB had zero appeals as a result of the excellent training provided.

Transition Support

- A bespoke and robust transition programme throughout Term 3 and the summer holidays ensured that Y7 attendance was the highest of all year groups (although short of school target due to Covid closures and C codes).
- Despite the restrictions of Covid, the transition strategy ensured accurate SEND information was gathered from primary schools and parents which enabled the SEND team to produce detailed Pupil Passports to inform teaching and learning strategies designed to ensure SEND pupils can fully access the curriculum. This resulted in 100% of staff having access to all pupil information uploaded onto SIMS/Class Charts at the start of the academic year and 100% of teaching staff being able to identify SEND strategies for the pupils they teach. This is evidenced in the IQTL in HT1 and MTPs.
- CATs were used to support an accurate baseline for 100% of the Y7 pupils. This informed setting and appropriate diagnostics for SEND pupils. As a result there was no pupil movement prior to HT1 and early identification of need was achieved in order to provide timely interventions for pupils. This also impacted on improved attitudes to learning in the classroom which is evidenced in Class Charts data.
- 100% of Year 11 pupils applied to 3 colleges as part of the schools Careers strategy.
- Year 7 Book Trust funding - data shows how pupils' reading ages progressed from September 2020 to July 2021 despite the backdrop of Covid. 131 Year 7 pupils benefited from this strategy.

See data below:

- The number of pupils reading 2 years + below chronological age decreased from 23% (Autumn Term) to 16% (Summer Term)
 - The number of pupils reading up to 2 years below chronological age increased from 26% (Autumn Term) to 28% (Summer Term)
 - The number of pupils reading at/above chronological age increased from 51% (Autumn Term) to 56% (Summer Term)
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- DTRB hosted a Summer School as part of a wider Y6 transition programme. 100% of the new cohort were invited to the event and pupils were able to frequent themselves with the school, procedures and key staff prior to their start. This programme involved oracy debates and team building activities to improve their confidence. The Summer School ensured a seamless transition into the secondary setting with Year 7 settling in very quickly.

- 30 Year 7 pupils took part in a Covid catch-up swimming programme designed to improve their skills and comfort in the water. 100% of pupils said they were now much more confident in the water as a result of this opportunity.

Targeted Support

- Yip Yap - English. Term 1 with Year 11 and Term 2 with Year 10. 87% of pupils who took part in the YipYap English intervention have either made progress or maintained their WA grade from the first data capture (the data was based only on in class assessments rather than full exam papers). More girls made progress but there were a much higher number of boys involved. MA students have made good progress or matched and none of the students have regressed between the data captures. SEN is the group to have had the least impact
- Yip Yap Maths - Half Term 1, 2, 4 and 5 with Year 11 pupils. 91% of pupils who took part in the YipYap Maths intervention have either made progress or maintained their WA grade (based on TAG data at the end of academic year 20/21). 36/40 boys made progress or maintained their WA grade compared with 44/48 girls. 17/21 of the SEND pupils selected have either made progress or maintained their WA grade, of the 4 pupils who did not make any progress they were in a nurture group and all had access to entry level mathematics where they achieved a level.
- TA/LSA Literacy catch up - 70% of pupils whose reading age was more than 20% below their chronological age made significant progress of more than 12 months improvement.
- Small group interventions at break and lunchtime and establishing Lesson '7' had a positive impact on A8:

☐ GCSE results 2021 to show impact for Covid catch up

- Reading Plus Programme for Years 7, 8 and 9. Despite lockdown and isolation periods due to COVID, the figures show that pupils in Years 7 and 8, in particular, benefited from participating in the intervention. The number of pupils reading below their chronological age decreased, and the number of pupils reading at or above their chronological age increased. In Year 9, the number of pupils reading 2 years+ below their chronological age decreased, which increased the number of pupils reading up to 2 years below their chronological age.

Year 7	Term 1 - Autumn	Term 2 - Spring	Term 3 - Summer
Reading 2 years+ below chronological age	All = 23% PP = 29%	All = 16% PP = 21%	All = 16% PP = 20%
Reading up to 2 years below chronological age	All = 26% PP = 31%	All = 31% PP = 36%	All = 28% PP = 33%
Reading at or above chronological age	All = 51% PP = 40%	All = 53% PP = 43%	All = 56% PP = 47%

Year 8	Term 1 - Autumn	Term 2 - Spring	Term 3 - Summer
Reading 2 years+ below chronological age	All = 18% PP = 19%	All = 17% PP = 19%	All = 16% PP = 19%
Reading up to 2 years below chronological age	All = 25% PP = 25%	All = 22% PP = 19%	All = 18% PP = 15%
Reading at or above chronological age	All = 57% PP = 56%	All = 61% PP = 62%	All = 66% PP = 66%

Year 9	Term 1 - Autumn	Term 2 - Spring	Term 3 - Summer
Reading 2 years+ below chronological age	All = 16% PP = 19%	All = 13% PP = 12%	All = 13% PP = 14%
Reading up to 2 years below chronological age	All = 21% PP = 21%	All = 27% PP = 33%	All = 33% PP = 38%
Reading at or above chronological age	All = 63% PP = 60%	All = 60% PP = 55%	All = 54% PP = 48%

- The Bedrock Learning Package aims to improve vocabulary and word count which has been identified as an area of need. The initial focus group of low ability pupils produced an impact of only 20% progress. As a result, it was decided that 'word detectives' as part of 'FIX IT Reading' would have a greater impact on improving vocabulary on a larger scale. This strategy is preferred for the new academic year.
- Employing an additional staff member to assist with pastoral elements within school. This enhanced graduated response has contributed to a significant reduction in Fixed Term Exclusions. FTEs reduced by over 50% from the previous year due to the increased pastoral support and resulted in DTRB having one highest attendances in the borough during the pandemic.
- Wigan Family Welfare support - Identified pupils accessed bespoke support to meet their needs. This resulted in 84% of pupils completing the counseling programme so that they were able to access school life and no further counseling was needed. 16% of pupils continue to receive counseling and/or support from school or other services.
- Targeted intervention for pupils within specific areas of need
 - ☐ GCSE results 2021 to show impact for Covid catch up
- 100% of pupils had access to a wide range of media to support their learning. Access was not a barrier for pupils and their families during partial school closures.

- A four week Summer School offered a combination of literacy catch up and wellbeing activities for a targeted cohort of vulnerable pupils. Pupils were fully engaged in the programme and the feedback from staff and pupils was extremely positive.
- Easter school was implemented to enable pupils to address any gaps in their knowledge due to the time missed due to isolations. Pupils attended sessions within English, Art, Sport Studies, Spanish, Hospitality, Science and Maths. As a result GCSE attainment data was on an upward trajectory.
- Athletics 12 month license - this programme could not be facilitated due to staff being used for Covid cover.

Wider strategies

- In response to the global pandemic and partial school closures, we ensured that 100% of parents/carers had access to 'How to videos' for Literacy and Numeracy to assist in supporting their child.
- 100% of pupils had access to revision materials made available on Google Classroom.
- 100% of families who requested support were supported with additional food.
- 100% of pupils were provided with ICT support so that no pupil was disadvantaged.
- Pupils attendance at the end of the 2020-21 academic year was 89.3% which was broadly in line with Covid National at 91%. C Codes negatively affected by 3.66%.
- Additional ICT resources provided to 100% of the school community to support learning such as Seneca, Everlearner, GCSE Pod, Class Charts.
- Pupil Wellbeing days were planned to welcome all pupils back to school after lockdown 2. This whole school approach enabled pupils to access carefully planned wellbeing activities to reintegrate them successfully back into school life after lengthy periods of partial school closure. Reintegration back into school was smooth and supportive and as a result pupils welcomed being back in school.
- A targeted catch up swimming programme was funded to ensure 100% of the Year 7 cohort were confident and competent in the water.
- The purchase of Focus on Sound virtual package supported Music's home learning package during partial school closures enabling 100% of pupils to access this composing tool.