



Covid Recovery Strategy Statement – Holmfirth High School

School overview

Metric	Data
School name	Holmfirth High School
Pupils in school	1315
Covid Catch Up Funding	£135,835
Academic year or years covered by statement	2020 – 2022
Review Date	September 2022

Catch Up Priorities and Identified Issues

- **Addressing gaps in curriculum learning as identified by Curriculum Leaders** - importance of revised curriculum planning, quality first teaching, timely assessment and feedback are paramount to our recovery strategy
- **Social and emotional wellbeing** – supporting pupils to regain their self-belief and confidence in order to thrive and achieve their full potential
- **Addressing the gaps in CEIAG** - ensuring that all of the students are exposed to further CEIAG opportunities that will help to both inspire and focus them on their learning.
- **Reducing the digital divide** - Ensuring readiness for potential future remote learning and the ability to deliver the curriculum remotely

Our catch-up priorities will be addressed under 3 key areas of focus:

- **Academic Recover** – Curriculum and Teaching Priorities
- **Emotional, Mental Health and Well-Being**
- **Wider Strategies**

Academic Recovery - Curriculum and Teaching priorities

Strategies: To ensure the quality of provision within the classroom		Desired Outcomes	Cost
1	Quality First Teaching supported by evidence informed CPD for teachers and support staff.	<ul style="list-style-type: none"> Achievement for all Gaps in knowledge quickly and expertly addressed 	£5,000
2	Maintain our existing CPD focus on developing metacognition and the quality of teacher modelling and explanation.	<ul style="list-style-type: none"> Pupils become more self-regulated show greater resilience Pupils take greater responsibility for managing their own learning and how they revise. 	£5,000
3	Whole school focus through CPD on developing Recall and Retrieval Techniques to be used within the classroom	<ul style="list-style-type: none"> Improve pupils recall of topics throughout the curriculum Greater progress seen as pupils move through the school due to the retention on knowledge 	£5,000
4	Knowledge-rich curriculum	<ul style="list-style-type: none"> Ensuring that all subjects are clear about the invaluable knowledge they want pupils to know Clear focus on 'what' we want pupils to learn 	£5,000
5	Effective formative assessment as a central point of Teaching & Learning with a key focus on progress and addressing misconceptions in learning	<ul style="list-style-type: none"> Gaps in knowledge identified and acted upon in a timely manner All pupils make progress 	£5,000

6	Regular Subject Planning and Development Meetings	<ul style="list-style-type: none"> • Sequencing of the curriculum meets the needs of the pupils taking into consideration the topics covered during remote learning. • Sharing of pedagogy, resources and opportunities for recall and retrieval techniques • Clear understanding of the curriculum intent, what is being taught and how to most effectively teach it to support progress of all 	£5,000
7	Quality Assurance that actively supports curriculum development	<ul style="list-style-type: none"> • Consistency in the delivery of the subject • Topics identified as most difficult to teach and being taught in a consistent manner • Ensuring quality of curriculum and teaching for all pupils • Regular review of the curriculum taking place to continue to best the needs of all pupils 	-
8	CPD Time to Departments to allow for planning to ensure best practice delivery to address gaps in knowledge	<ul style="list-style-type: none"> • Curriculum and sequence of learning are revisited to ensure gaps in knowledge, as a result of missed learning, are addressed and interleaved back in to future learning 	-
9	Targeted one to one tuition for vulnerable students identified as requiring support, through our tiered approach, to make at least appropriate progress.	<ul style="list-style-type: none"> • Raise the achievement of underperforming pupils due to the impact of lockdown. 	T.B.C

10	Appointment of 'Achievement for All' Associate Leader	<ul style="list-style-type: none"> • Improved outcomes for target students at KS4 • Improved effort scores for target groups and target students across all year groups • Improved % of achievement postcards being sent for target students 	£6,000
11	Implementation of reading intervention schemes with students who enter school with reading ages	<ul style="list-style-type: none"> • To improve the reading ages of year 7 students who are below age related expectations in reading. 	£1,500
Projected Total Spend			£37,500

Emotional, Mental Health and Well Being

Strategies:		Desired Outcomes	Cost
1	KS4 Maths and English form time intervention	<ul style="list-style-type: none"> • To address identified gaps • To improve confidence and ability • To support pupils to better access their learning in lessons 	-
2	Review the deployment of TAs to ensure support for pupils most vulnerable	<ul style="list-style-type: none"> • To support pupils in class to boost their confidence and understanding 	-

3	Deployment of cover supervisors to support within lessons when not utilised for covering for absence, therefore providing additional support for pupils	<ul style="list-style-type: none"> To provide additional support to pupils in the classroom To allow for the opportunity to work with identified pupils within the class to boost confidence and understanding 	-
4	GCSE Strategy for all year 11 pupils and parents to provide support and focus pupils	<ul style="list-style-type: none"> Increase the number of pupils moving into L3 qualifications Increased awareness of entry requirements for L3 learning Support and guidance around revision and study skills increases focus and effort amongst pupils Targeted support for identified pupils 	£5,000
5	Yr11 Exam specific workshops delivered by 'Elevate Education'	<ul style="list-style-type: none"> Students feel more prepared for assessments (mocks and exams) Students learn and develop coping strategies to deal with the pressures of Yr11. 	£5,000
6	Yr11 Post 16 program, through form tutor periods and bespoke one-one meetings with students and CareersInc.	<ul style="list-style-type: none"> 0 – NEETs 85%+ Students going on to Level 3 qualifications 	£5,000

7	Extra staffing in Core Subjects incl. Science and Maths	<ul style="list-style-type: none"> To allow for reduced class sizes To provide more focused support to be given to smaller groups of pupils Classes to be carefully constructed based on the needs of the pupils 	£80,000
8	Professional Mentoring Programme for identified cohorts of pupils across year groups	<ul style="list-style-type: none"> Increase levels of engagement in lessons. Improve behaviour. 	£20,000
9	Design, development and implementation of a wellbeing package of tiered interventions to support students identified as having SEMH needs	<ul style="list-style-type: none"> Higher levels of engagement in lessons. Reduction in behaviour incidents. Improvement in attendance. Students more comfortable within the school setting. Engage students full back into lessons Better home-school relationships to support the child. 	£5,000
10	Implement a whole school wellbeing program that addresses the needs of young people, delivered to all students through the use of tutor periods.	<ul style="list-style-type: none"> Greater understanding of wellbeing and emotions. Involvement in 'themed' weeks to raise awareness of national/international issues facing young people. 	£1,000

11	Reorganisation of the non teaching pastoral roles and increase in staffing to enable more support to be provided to students.	<ul style="list-style-type: none"> • More efficient managing of pupils who present additional pastoral/SEN needs. • More intervention work to take place where required. 	£10,000
Projected Total Spend			£131,000

Wider strategies

Strategies: To enable access to a blended learning model		Desired Outcomes	Cost
1	Provide ongoing technical support to both staff and pupils to ensure remote learning can effectively take place	<ul style="list-style-type: none"> • Effective delivery of remote learning that allows all pupils to engage • Quality remote learning provision delivered by staff 	-
2	Provide technical resources to support the delivery and quality of remote learning	<ul style="list-style-type: none"> • All pupils are able to access remote learning • Technology and its availability is no barrier to engagement • Increased engagement 	£5,000
3	Ensure our most vulnerable pupils have priority access to classroom teaching and online materials through the allocation of devices to support, inc. laptops and remote Wi-Fi devices	<ul style="list-style-type: none"> • All pupils are able to access remote learning • Technology and its availability is no barrier to engagement • Increased engagement 	£15,000

4	Ensure pastoral contact home for disadvantaged students also identifies barriers to engagement due to technology or a lack of other forms of support.	<ul style="list-style-type: none"> • Increased engagement • Reduced gaps in learning • Positive engagement with families • Early identification of support 	-
5	Pastoral Administrator to support pastoral staff.	<ul style="list-style-type: none"> • To build capacity within the pastoral team to provide the support needed by pupils and families. 	£15,000
Projected Total Spend			£35,000