

Covid Catch up school planning (2020-21) – TIERED MODEL

Stratford Girls' Grammar School. Taken from the [EEF guidance](#)



1 Teaching

Support the cycle with sustained evidence informed CPD, ensuring this is subject-specific where necessary.

Frequent low-stakes testing to ensure all students, and in particular disadvantaged students, experience success and celebrate the acquisition of knowledge.

Deliberately reduce workload (eg. reduced meetings during TAG process) to aid staff wellbeing and enable high-quality responsive teaching.

Maintain our existing CPD focus on developing metacognition and the quality of teacher modelling and explanation.

Monitor and evaluate outcomes and quality of implementation, creating a new implementation cycle for next year.

Maintain a broad and engaging curriculum that focuses on vocabulary acquisition, linking to the focus on oracy.

Continued development of the use of TEAMS to improve effectiveness of homework and blended learning.

CAT4 assessment to provide baseline data for Y7

Support maternity/ Covid Cover

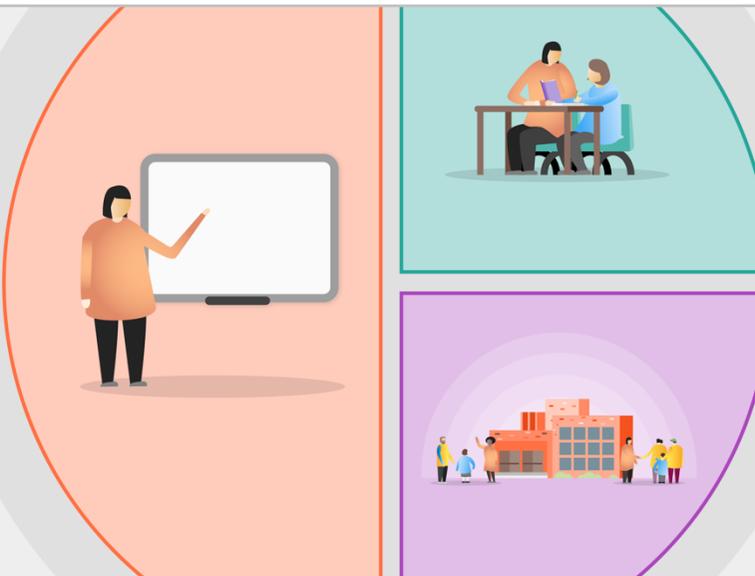
Costs

Subscriptions £1,562,40

Staffing costs £29,837.70

Training £1,870,00

Other costs are ongoing as the impacts of the pandemic unfold. These costs do not reflect the day to day practice of supporting students to ensure the impacts of the pandemic are minimised.



How will the effect of this expenditure be assessed?

Attendance monitoring to ensure no gaps appear between key groups and school average expectations

Monitoring of pastoral records through HoH tracking systems

Internal school QA measures for consistency of delivery

Internal tracking systems for progress data (SISRA) monitored through the line management structure

Enrichment – tracking attendance and engagement

2 Targeted academic support

Provide research led CPD on oracy and inclusion to ensure high-quality teaching.

Specific intervention programmes led by Chemistry Teacher and external agencies for school refusers

Same-day in-class intervention (Quality First Teaching)

Deployment of cover supervisors to support within lessons in their areas of expertise (English and MFL)

Intervention through Deputy Ho6th

3 Wider strategies

School staff used to cover classes rather than supply staff (Additional experienced main scale teachers employed for cover team)

Promote enrichment where possible with targeted students (eg LAMDA)

SLT, Pastoral Leads attend MHFA training (2 days) and disseminate to whole staff

Re-integrate VT into the school pastoral structure. (Date tbc)