



COVID catch-up premium report

COVID catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	Summer 2019 census – 475 Autumn 2020 census - 492	Amount of catch-up premium received per pupil:	£80 per pupil
Total catch-up premium budget:	Instalment 1 (Autumn 2020): £11,084.125 £23.335 per pupil x 475 Instalment 2 (Early 2021): £11,480.82 £23.335 per pupil x 492 Instalment 3 (Summer 2021): £16,331.7 £33.33 per pupil TOTAL = £38,896.645		

STRATEGY STATEMENT

The overall aims of this strategy are:

- To raise the attainment of all pupils to close the gap created by COVID-19 school closures
- To reduce the attainment gap between disadvantaged pupils and their peers

Priority 1: Support Year 11 pupils to catch-up on lost curriculum time caused by lockdown.

The effectiveness of, and engagement with, remote learning during lockdown differed significantly amongst Year 10 pupils. 50 pupils returned in the Summer term for a reduced curriculum offer once restrictions were lifted. 24 pupils (33%) did not return until September 2020, and remote provision was the only means by which they continued to access the curriculum. This has resulted in reduced curriculum coverage compared to previous years. Although some qualifications have had their content requirement reduced to reflect this lost learning time this has not been the case for all qualifications due to be examined in the Summer of 2021.

Priority 2: Maths and English catch up support for Year 7 pupils with the lowest starting points.

Historically Key Stage 2 data has been used to identify Year 7 pupils who have significant gaps in attainment in English and Maths relative to their peers. This has been supported through the creation of small (set 5) intervention groups in English and Maths consisting of group sizes of approximately 4-8 pupils. Pupils completed a number of internal assessments and a series of national standardised assessments from the GL assessment series. This data has been used to set pupils post October half term with set 5 intervention groups now up and running.

Priority 3: Support targeted pupils in Key Stage 3 (Year 8-9) and Key Stage 4 (Year 10) to catch up in core subjects (English, Maths and Science).

Pupils in years 8-10 were all Key Stage 3 (Year 7-9) pupils when the pandemic began and school closures occurred. The vast majority of these students, from March onwards relied solely on our remote learning provision in order to access the curriculum from home. Evidence indicates that many of our disadvantaged learners were those most negatively impacted by the school closure, which reflects a national trend. Using internal data we aim to identify those most impacted and offer them support through the National Tutoring Programme.

Priority 4: Pupils mental health and well-being support

The pandemic has caused disruption to pupil's normal life both within school and outside of it. Pupils are facing emotional challenges on a scale many have not experienced before. Many pupils are in need of further guidance and support from within the school setting to help them manage their feelings and anxieties in a way that allows them to continue to access the curriculum with minimal disruption.

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Low Literacy levels
B	Reduced curriculum coverage
C	

ADDITIONAL BARRIERS

External barriers:

D	Limited access to technology for home learning
E	Student motivation and aspiration
F	Poor attendance

Planned expenditure for current academic year

Quality of teaching for all					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Develop remote learning provision	Upskill staff on the use of loom, google classroom and google forms	We know that student engagement with remote learning improves when with higher quality provision	Staff training on the use of key software including loom, google classroom and google forms. Monitoring of google classrooms, especially when cohorts of students are required to self-isolate.	SNE/JSA (supported by MGR, MHA)	
Deployment of visualisers for all teaching rooms	Support effective teaching and learning and aid with remote learning provision.	With teaching styles impacted by the need to teachers to "teach from the front" and have minimal close contact with students visualisers offer an opportunity for teachers to deliver clearer demonstrations and share good practice amongst students.	Staff training on the effective use of visualisers to support high quality teaching	SNE	
Total budgeted cost:					£2062.00 (alternative budget used)

Targeted support					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Extended school time for Year 11 students	Enhanced curriculum coverage, to ensure subject specifications are covered in full.	Teachers have acknowledged the need for increased curriculum time to compensate for lost time during lockdown.	Regular monitoring of lessons coupled with teacher and student feedback	All teachers of Year 11-coordinated by SNE	February half term
Laptop provision & internet access	To ensure all students have the ability to access remote learning in the same way as their peers	Without ability to access remote lessons during isolation periods identified students would be at a significant disadvantage to their peers.	KS4 students long term laptop loans. KS3 short term loans linked to self-isolation periods,	JSA	ongoing
National Tutoring Programme	Accelerated progress in core subjects. English, Maths and Science are the core subjects, which feature most heavily on student's timetables. Lockdown resulted in the students missing significantly more hours of core subjects.	EEF toolkit recognises that small group tuition can add +4 months impact on student progress.	Following guidance published by the national tutoring programme "Best Tutoring Practice" small group intervention will take place for identified students in Y8, Y9 and Y10	SNE	termly

Literacy intervention	<p>Improve literacy levels with targeted KS3 students.</p> <p>Targeted students show evidence of improvements in literacy levels against baseline assessments.</p> <p>Purchase Rapid plus literacy package</p>	Evidence indicates that students with low literacy levels find accessing the curriculum additionally challenging.	GL Assessment data has highlighted 20 students across Yr8 & Yr9 who are significantly below expected levels in Literacy.	RCA	At the end of each term
PiXL build up programme	Bridge gaps for low aspiration, borderline students and persistent absentees.	20 students selected (10 PP) have weekly form time sessions on using GSCE pod and tassomi.	To be delivered and monitored by JSA.	JSA	
UEA tutoring programme for Y11 Maths and English	Increased support and accelerated progress in English and Maths for qualifying Y11 students	5 x Y11 students who are FSM to receive Saturday tutoring from a qualified teacher. 6 bimonthly sessions.	Monitoring of tracking data to see impact of tuition on performance. Survey students to gauge perception of provision.	JSA	
Total budgeted cost:					£19,757.98

Other approaches					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Additional Pastoral Staffing	Increase the capacity of the pastoral team. Enhance behavior support across the school. Offer more one-to-one mentoring/support for struggling students.	Student well-being and behavior has clearly been impacted by the pandemic.	Training and support for the new colleague. Clear definitions of role to ensure it is meeting the need of the school. Effective line management.	HWA	Termly
Total budgeted cost:					£19,208.67