



COVID-19 catch-up/recovery premium report

COVID-19 catch-up/recovery premium spending: summary

SUMMARY INFORMATION			
Named strategic leader:	Mr M Hardman (Vice Principal)	Named link Governor:	Mrs P Lankester
Total number of pupils:	520 (Census Oct 2020) Current NOR 565	Amount of catch-up premium received per pupil:	£143.51
Total catch-up premium budget (2020/21):	£40,040.00	Total Tutoring Budget (2021/22):	£15,592.00
Total recovery premium budget (2021/22):	£18,633.00	Total Catch-up/Recovery Budget:	£74,265.00

STRATEGY STATEMENT

Through regular low stakes, high challenge assessment we seek to identify gaps in students' academic and personal development, then plan opportunities for growth in these areas. We aim to create sustainable, long-term practices that can be maintained when catch-up/recovery premium inevitably ends.

APHS Catch-up priorities are as follows:

- Secure progress in English, Maths, Science and Reading, so that students can make excellent progress across the curriculum.
- Provide additional extra-curricular opportunities lost to Covid, so that students maintain excellent social, moral, spiritual and cultural development.
- Provide additional pastoral and emotional support, so that students feel able to attend school well and receive good teaching.



Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Below average KS2 attainment in Reading, and particularly Maths, on entry in all year groups.
B	Poor mental health and well-being for a significant proportion of students.
C	Persistent absence of a minority of students.
D	Ongoing disruption to student and staff attendance caused by Covid-19.

ADDITIONAL BARRIERS

External barriers:

E	Access to high speed internet and ICT facilities (computers and printers) at home due to rural/coastal location
F	Low adult literacy levels and poor adult mental health
G	Large catchment area and significant number of students from out of catchment, lead to long student commutes and transport difficulties.
H	Lack of external universal services/CAMHS/mental health support and inadequate safeguarding provision at local authority level.



Planned expenditure for current academic year

Catch-up/Recovery Premium					
Quality first teaching					
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?
GL Assessment Package (CAT4, Eng, Ma, Sci, Reading, PASS). (£7,500) – In progress	All KS3 students complete progress tests and CAT4. KS3 and KS4 to complete reading and PASS.	Nationally recognised assessment package known for validity and reliability.	Published assessment schedule. Upskilling of appointed RSLs. Implementation of SIMS marksheets and reformatting of parent reports to ensure information is shared and acted upon.	MHA	1. December 2021 2. May 2022
Walkthru online package and resources (£1,050) – In progress	Successful implementation with ECTs and other appropriate staff.	New pedagogical tool for improving classroom practice. Has received praise and acclaim nationally.	Strategic leadership from experienced Assistant Principal in charge of Teaching and Learning. SIDP and appraisal time dedicated to personalized CPD opportunities.	KLH	1. Feb 2022 2. June 2022
White Rose Maths teaching resources. (£1,320) – In progress	Increase % of students with SAS score of 100+ in GL Maths assessments.	Support for below average KS2 maths scores. Curriculum intent and implementation endorsed by Ofsted (2021)	Deployment of Maths TA to ensure materials are completed by all KS3 maths students.	HBA	1. December 2021 2. June 2022



Online Science teaching and assessment resources (£1,200) - Complete	Increase % of students with SAS score of 100+ in GL Sci assessments.	Well-documented benefits on student outcomes when using regular low stakes, high challenge assessments.	Line management of science department and quality assurance of curriculum implementation and impact.	SKE	1. December 2021 2. June 2022
Centre registration for Open Awards vocational provider (£500) - Complete	Successful completion of appropriate courses for EHCP/SEN students.	EHCP and high level students currently receiving provision from different providers which has proved problematic during Covid remote learning.	Line management of SEND department and quality assurance of curriculum implementation and impact	KNO	1. June 2022
3P Learning Reading Support package (£3,129) – Not started	Increase % of students with SAS score of 100+ in GL reading assessment.	Well-documented impact of improving students reading age on attainment across the curriculum.	Line management of SEND department and quality assurance of curriculum implementation and impact	KNO	1. December 2021 2. June 2022

Total budgeted cost: £11,199

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?
Appoint 5 x Raising Standards Leaders (RSLs) (£7,500) - Complete	Successful recruitment. Improved outcomes in GL Assessments, ALPS scores and headline measures. Identify T20 students.	Absence of Head of Year/Progress Leaders in existing staffing structure. PIXL RSL model is a proven model for school improvement and would benefit from more attention across all years.	Line management by MHA. Calendared meetings and assessment schedule. Monitoring and quality assurance of student outcomes using ALPS and 4Matrix.	MHA	1. December 2021 2. July 2022



Forest Schools (£1,702) – In Progress	Successful registration, accreditation and student completion of forest schools programme.	Forest schools programme has been shown to provide excellent academic and personal outcomes for students with SEN.	Line management of SEND department and quality assurance of curriculum implementation and impact	KNO	1. December 2021 2. June 2022
Music Interventions (£103) - Complete	Red hot ALPS score in Music	Heavily restricted music provision during Covid-19, which usually forms a substantial element of the APHS curriculum experience.	Line management of PE and Expressive Arts faculty and quality assurance of curriculum implementation and impact	JWI	1. August 2022
Ashton Owen Drama Performance (£200) - Complete	Secure scores in PASS assessments throughout the year	Lockdown has adversely affected the mental health and self-esteem of many students. Also lack of social interaction has led to some intolerance of others. This production seeks to address these issues.	Line management of PE and Expressive Arts faculty and quality assurance of curriculum implementation and impact	CBE	1. October 2021
Kickboxing sessions (£450) - Complete	Secure scores in PASS assessments throughout the year	Improve self-esteem and confidence of targeted students.	Line management of PE and Expressive Arts faculty and quality assurance of curriculum implementation and impact	JWI	1. October 2021
Drone coding workshop (£477) - Complete	Secure scores in PASS assessments throughout the year	Improve self-esteem and confidence of targeted students.	Line management of EMT faculty and quality assurance of curriculum implementation and impact	AMO	1. October 2021



Reading resources for Pastoral Team (£200) - Complete	Increase % of students with SAS score of 100+ in GL reading assessment.	Ensure stock of accessible, yet appropriately challenging resources for students who are removed/isolated from lessons	Line management of Pastoral department. CPOMS and SIMS analytics on removals from lessons.	ESP	1. December 2021 2. May 2022
Reading and Writing Retreat to Edale, YHA (£4,000) - Rearranged	Increase SAS score reading of targeted students.	Small group intervention and literacy interventions shows to have positive effect by EEF.	Line management of English department. Analytics from GL Assessments	SMU	1. February 2022 2. June 2022
Appropriate CPD and INSET to upskill pastoral team in therapeutic practices. (£5,000) – Not started	Improvement in PASS scores, attendance and other relevant metrics for targeted students.	Absence of universal services and CAMHS waiting lists require us to provide more therapeutic treatments 'in-house' where possible.	Line management of Pastoral department. CPOMS and SIMS analytics on removals from lessons.	ESP	1. December 2021 2. June 2022
Materials and resources to support Year 7 transition. (£1,000) – In progress	NOR at the end of the year to be at least equal to the start. Year 7 students to make good progress in GL Assessments.	Covid-19 has adversely affected primary age students too. Current Year 7, last "normal" year was Year 4. Lack of KS2 attainment data and QLA to inform transition.	Strategic leadership from experienced Assistant Principal in charge of transition.	BTA	1. January 2022 2. July 2022
Purchase and training of 10 x exam reader pens for SEN students. (£2,500) – Not started	Successful use in public examinations. Red Hot ALPS outcomes for SEN students.	Lockdown has resulted in some students reading age falling further behind chronological age and now qualify for readers/scribes, which are not easily available.	Line management of SEND department and quality assurance of curriculum implementation and impact. SIDP and DIDP time allocated to training and shared practice.	KNO	1. December 2021 2. July 2021
Total budgeted cost:					£22,120



Wider Strategies					
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?
Year 7 Hilltop Outdoor and Adventurous (OAA) Residential Weekend (£4,000) - Complete	Good attendance and AtL grades from year group. Attendance above national average and positive PASS scores.	Outdoor and Adventurous Activities are well-known to promote social interaction, team building and improve self-esteem and confidence. Aid Secondary transition.	Organisation and implementation by experienced members of the leadership team. All trips and visit procedures to be followed at all times.	KLH	1. October 2021
Year 8 Hilltop Outdoor and Adventurous (OAA) Residential Weekend (£4,000) - Complete	Good attendance and AtL grades from year group. Attendance above national average and positive PASS scores.	Outdoor and Adventurous Activities are well-known to promote social interaction, team building and improve self-esteem and confidence. Aid Secondary transition.	Organisation and implementation by experienced members of the leadership team. All trips and visit procedures to be followed at all times.	KLH	1. October 2021
Motivational talk from ex-Olympian Craig Heap. (£1,300) - Complete	Improvement in PASS scores, attendance and other relevant metrics for targeted students.	Attainment and progress of Boys continues to remain lower than girls. Motivational experience to aim to raise aspirations.	Craig Heap is a known speaker and friend of the school, therefore is quality assured. Will dovetail as keynote speaker for Holkham Academic Awards.	KLH	1. October 2021
Purchase of additional reading resources (£10,000) – In progress	Increase % of students with SAS score of 100+ in GL reading assessment.	Strategic focus on whole-school reading to increase students' ability to access the curriculum.	Use of resources from EEF, PiXL, National Literacy Trust and other notable organisations.	MHA	1. October 2021 2. March 2022 3. July 2022
Total budgeted cost:					£20,650



TUTORING PROVISION					
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?
Maths tutoring (£3,000) – Not started	Improved progress in GL Assessments and Red Hot ALPs Score	Small group tuition has reliably been shown to add +4 months progress (EEF)	Using existing school staff (rather than NTP) and regular quality assurance.	WBO/HBA	1. February 2022 2. May 2022
English tutoring (£3,000) – Not started	Improved progress in GL Assessments and Red Hot ALPs Score	Small group tuition has reliably been shown to add +4 months progress (EEF)	Using existing school staff (rather than NTP) and regular quality assurance.	SMU	1. February 2022 2. May 2022
Science tutoring (£3,000) – Not started	Improved progress in GL Assessments and Red Hot ALPs Score	Small group tuition has reliably been shown to add +4 months progress (EEF)	Using existing school staff (rather than NTP) and regular quality assurance.	SKE	1. February 2022 2. May 2022
MFL/Humanities tutoring (£3,000) – Not started	Red Hot ALPs scores	Small group tuition has reliably been shown to add +4 months progress (EEF)	Using existing school staff (rather than NTP) and regular quality assurance.	FLA	1. February 2022 2. May 2022
EMT faculty tutoring (£1,500) – Not started	Red Hot ALPs scores (where available)	Small group tuition has reliably been shown to add +4 months progress (EEF)	Using existing school staff (rather than NTP) and regular quality assurance.	RCO	1. February 2022 2. May 2022
PE/Arts tutoring (£1,500) – Not started	Red Hot ALPs scores (where available)	Small group tuition has reliably been shown to add +4 months progress (EEF)	Using existing school staff (rather than NTP) and regular quality assurance.	JWI	1. February 2022 2. May 2022
(Total Budget Available: £15,592) Total budgeted cost:					£15,000



Part of the
WENSUM TRUST
Alderman Peel
High School



ADDITIONAL INFORMATION

We intend to assess the impact of our catch-up recovery plans in the following ways:

- GL Assessments
 - CAT4 Assessments (Year 7 on entry only – serve as a baseline for transition)
 - Progress Tests in English (Year 7, 8 and 9 only)
 - Progress Tests in Maths (Year 7, 8 and 9 only)
 - Progress Tests in Science (Year 8* and 9 only)
 - New Group Reading and Spelling Tests (Year 7, 8, 9, 10 and 11)
 - Pupil Attitude towards Self and School (PASS) Surveys (Year 7, 8, 9, 10 and 11)
- ALPS Connect Data
 - Quality Indicator Scores (Year 10 and 11 only)
 - GCSE Subjects (Year 10 and 11 only)
 - Vocational/Technical Qualifications - where benchmarks are available - (Year 10 and 11 only)
- Attitude to Learning (AtL)/BASICS grades (Year 7, 8, 9, 10 and 11)
- Analysis of Attendance data (Year 7, 8, 9, 10 and 11)
- Analysis of positive and negative behavior data
- DfE Performance Tables 2022 (if applicable) (Year 11 only)
- Evidence from the EEF [families of schools database](#)
- Case studies