

COVID catch-up premium spending: summary

SUMMARY INFORMATION

Total number of pupils:	846	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£57,560		

STRATEGY STATEMENT

Our overall aims are:

- To raise the attainment of all students to close the gap created by COVID-19 school closures
- To accelerate the progress of students not yet reaching age-related expectations in English and maths in order to close their individual gaps

To achieve this we have created a blended offer which consists of a universal offer and a bespoke offer. The universal offer seeks to acknowledge that all students will have been impacted in one way or another by the pandemic. The bespoke offer addresses gaps identified by teachers, providing a targeted approach to meet the needs of the most vulnerable.

Our approach will do this in a variety of ways: improving teaching and learning, improving access to resources and IT equipment, increasing home learning opportunities, increasing the number of staff trained in supporting learning, and providing access to small group tutoring sessions aimed at specific needs.

Students affected by COVID-19 may include: students who have had to isolate and missed school days (before lockdown), students and families who have not engaged in remote learning during the lockdown, students whose home support has been affected due to COVID illness and students who have completed remote learning but have not shown adequate progression in their learning.

The strategies we have selected are informed by research evidence provided by the Education Endowment Foundation. Their statement regarding catch-up provision recommends a variety of approaches: "Catch-up provision, including assessment of lost learning and targeted support, will be essential. However, it is unlikely that a single catch-up strategy will be sufficient to compensate for lost learning due to school closures." (EEF 2021)

Rationale – areas of focus identified

As a school we have decided that one strand should be on improving the quality of teaching & learning, “Great teaching is the most important lever schools have to improve outcomes for their pupils” EEF 2020.

We have decided to focus on literacy and numeracy due to their importance across the curriculum. Additionally, these are two fundamental skills which students need to master, if they are to move on to their next stage of education or employment.

For more targeted intervention, the students will be identified through:

- Attendance data
- COVID isolation data
- Staff consultation (for example, quality of work produced during lockdowns)
- Department tracking to identify under achievement
- Whole school lockdown engagement spreadsheets which identify non-submissions of work
- Whole school tracking which identifies gaps between disadvantaged pupils and non-disadvantaged
- CATS testing to identify Year 7 catch up students
- Primary school teacher assessments which were provided during transition to identify Year 7 catch up students
- Parental contact (for example, identification of families who need additional IT devices)

ACADEMIC AREAS OF FOCUS

Academic focus areas:

A	Improving the quality of teaching & learning
B	Improving literacy levels in students affected by COVID
C	Improving numeracy levels in students affected by COVID
D	Improving the amount of practise undertaken by students affected by COVID

ADDITIONAL AREAS OF FOCUS

External focus areas:

D	Improving the quality and engagement in remote learning (during lockdown)
E	Improving the quality and engagement in home learning (during non-lockdown)

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	Approximate cost?	When will you review this?
Invest in staff CPD	Staff's knowledge of good pedagogy improves. Staff modify behaviours based on the new learning and teaching & learning improve as a result.	<p>"Great teaching is the most important lever schools have to improve outcomes for their pupils" EEF 2020.</p> <p>We recognise that one way to influence the most students, is to improve teaching & learning in the classroom.</p>	<p>One person with overall responsibility at SLT level (ASN).</p> <p>Staff training has been selected from a reputable source and is of good quality.</p> <p>CPD to be facilitated by middle leaders and this will be monitored by their SLT line managers.</p> <p>Departments have been given time in the calendar to engage with CPD and discuss as a professional body.</p>	ASN	£250	May 2021

Access to additional learning resources to improve T&L in school and out of school through the use of Hegarty Maths and GCSE Pod.	<p>Raised attainment of all students.</p> <p>Improved quality of remote learning and homework (once school is back to normal).</p> <p>Reduce the gap between students disproportionately affected by covid and others through the use of targeted intervention.</p>	<p>EEF – identification of homework being high impact.</p> <p>Remote learning submissions for some students being of a lower standard or lower hand in rate.</p>	<p>2 senior leaders to oversee roll out of the 2 programmes. The maths team have received training on how to use Hegarty Maths effectively.</p> <p>GCSE Pod training has been given to curriculum leaders and teachers through google classrooms. ASN to act as a GCSE Pod ‘expert’ when staff need support.</p>	ASN & DKY	£4,870	June 2021
Total budgeted cost:						
	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?
Small group tuition for English and literacy	<p>Other students identified for intervention will improve their attainment to close the gap with others.</p> <p>Tracking data to be used for checking of success.</p>	‘There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy’ EEF 2020	<p>Experienced teacher appointed for the role. The EEF points out that experienced teachers usually have a higher impact than unqualified teachers.</p> <p>Curriculum leader for English to identify students with her team using a range of data i.e. progress data, assessments in class, attendance data etc.</p>	SBL & DDS	£15768.57 (50% of SBL’s salary)	On going

			Students will not miss any timetabled English lessons for this intervention.			
Phonics intervention for Key Stage 3 students through the use of PiXL code	<p>Improve the phonics of students in KS3 using the PiXL code programme</p> <p>Pre and post test scores show an improvement with children getting to their chronological reading age.</p>	<p>Past success of the programme.</p> <p>EEF identifying that phonics is a good strategy for weaker/early developing readers.</p>	<p>'Qualified teachers tend to get better results when delivering phonics interventions (up to twice the effectiveness of other staff)' EEF</p> <p>We have employed an English teacher who for part of her timetable will deliver phonics intervention.</p> <p>Staff are trained in the use of phonics intervention.</p> <p>Pre and post testing allows for progress to be measured.</p>	LJN & CAN	£7,500	May 2021
Numeracy intervention for Key Stage 3 students during Period 1 (form time). Delivered by members of the maths department.	<p>Numeracy of KS3 students to improve up to age related expectations.</p> <p>Pre and post test scores show an improvement.</p>	<p>'There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy' EEF 2020</p>	<p>'Qualified teachers tend to get better results when delivering phonics interventions (up to twice the effectiveness of other staff)' EEF. Maths teachers will be used to deliver the extra sessions.</p> <p>Multiple sources of data will be used to identify the correct students to work with.</p>	LBH	£5,000	May 2021
Extending the school day to improve home learning	<p>Students increase the quality and quantity of their home learning submissions.</p>	<p>EEF – identification of homework being high impact.</p> <p>Internal tracking data which shows a gap between students affected by COVID and those not in terms of homework submissions.</p>	<p>Current staff to be used to help with relationships.</p> <p>One staff member with an additional recruitment & retention payment will coordinate the extended school day. This will involve: recruiting staff as mentors,</p>	ASN & DKY		March 2021

	Tracking data to be used for checking of success (homework Attitude to Learning grades)		identifying students, communicating with stakeholders etc.			
CATS testing to provide a benchmark for new Year 7 students	More detailed picture of the new Year 7 cohort, this will allow sharper intervention to help improve the literacy and numeracy of those who need it the most.	Due to COVID, a lack of KS2 SATS has meant that we have limited external KS2 information about the new Year 7 cohort.	Deputy head JRS and exams team to take the lead on the delivery of CATS. Results to be distributed to the inclusion, Maths and English team to help identify Year 7 intervention students.	JRS CAN, LBH, DDS	£2956.78	Jan 2021 March 2021
Online tutoring(using the tutor trust) for Maths and English in KS4	The attainment gap between students disproportionately affected by COVID and those not to decrease. Tracking data to be used for checking success.	We have decided to focus on literacy and numeracy due to their importance across the curriculum. Additionally, these are two fundamental skills which students need to master, if they are to move on to their next stage of education or employment 'There is good evidence that one-to-one and small group tuition can have a positive impact on attainment. However, the cost can be high. The EEF funded this project because Tutor Trust offers a way of providing high quality tuition to schools at a competitive rate.' EEF 'This trial found that children who received tutoring from Tutor Trust made three months' additional	DKY has researched the best company to use for the tutoring. English and Maths curriculum leaders will use multiple sources of data to select the appropriate students for the mentoring. Communication with parents, students and teachers will happen to make sure all information is being shared appropriately and is being used to inform quality intervention.	DKY & ASN DDS & LBH		April 2021

		progress, with attainment measured using Key Stage 2 maths scores.' EEF				
Total budgeted cost:						
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?
Loan chromebook devices	<p>Increasing the number of students (affected by COVID) accessing remote learning.</p> <p>Success can be judged through the progress of students submitting work, using internal records.</p>	<p>Due to work being set on google classroom, having an internet connected device is essential.</p> <p>Some students need a loan device.</p>	Survey conducted to see which students need devices. Communication made with parents to double check.	ASN & THN	£3,080	On going
Loan headphone and microphones	For students doing remote learning in school, providing headphones with microphones will allow them to access remote learning and live lessons.	Equipment needed to fully engage in remote learning (and live lessons).	Headphones sourced, students loaning equipment during school time.	ASN & THN	£799	On going
Total budgeted cost:						

ADDITIONAL INFORMATION