



COVID-19 Catch-up Premium Report 2020-21

The government COVID-19 catch-up premium has been established to mitigate the effects of the unique disruption caused by coronavirus. Schools used this funding for specific activities to support students to catch up for lost teaching time over the previous months.

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	624	Amount of catch-up premium received per pupil:	
Total catch-up premium budget:	£49 760	Broad, initial division of money	
		a. Broad Spectrum Interventions	£20 000
		b. Targeted Interventions	£20 000
		c. Kept in reserve for future interventions	£ 9 760
Total Monies allocated	£39 061.12	Carried forward to covid recovery 2021-22	£10,698.88

STRATEGY STATEMENT	
Teaching Strategies	Supporting great teaching when in school Delivering effective remote education if required Ensure student assessment and feedback is effective in identifying and addressing gaps
Targeted Strategies	One to one and small group tuition Keeping in Touch programme - especially for vulnerable individuals Intervention programmes
Wider and Whole School Strategies	Supporting parents and carers Transition support Access to Technology Professional Development of Staff to help them deliver remote or blended learning Support for Staff and Staff Wellbeing

Barriers to learning Identified

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	Remote learning - access to high quality learning and engaging resources.
B	Recovery Learning - access to high quality teaching and appropriate resources when students return to school
C	Literacy - assessment of levels, gaps and then access to appropriate interventions
ADDITIONAL BARRIERS	
External barriers:	
D	Access to IT hardware to support remote and blended learning
E	Well being - lack of in school support during lockdown and support to adjust when they return to school

Expenditure for 2020-21 academic year

Quality of teaching for all							
Barrier	Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Lead	Review	Cost
Remote learning - access to high quality learning and engaging resources.	Buy SAM Learning - software learning and assessment package	Students would use the package in a wide number of subjects. Metrics in the package would be used to judge engagement - the company claims that 10 learning hours leads to an improvement by 1 grade.	Package covers most subjects and departments students become familiar with the package and confident in its use. Gamification aspects of the package engaged students in pilot. Multi aspect use of the package gives us huge flexibility in use of the programme. Students can use Sam Learning when working i. independently ii. independently but as directed as part of intervention programme iii. with intervention staff (inc TAs and volunteers) iv. in class and at home as part of normal learning.	3 year license purchased to ensure staff (and students) invest in time and energy the programme. Use monitored through the metrics available to the staff lead in the system.	Jan H	Impact to be reviewed January 2022	£5 043.00
	Departments asked to review curriculum and identify which areas/topics are more suitable to be delivered remotely.		Efficacy of remote learning maximised and topics that do not lend themselves to remote learning delivered when students return to school	Line management discussions	Subject Leaders	Data shows no major systematic drop off in students' attainment following lockdowns. Bespoke support supplied by teachers and the K.I.T. Team during lockdowns.	£0

	Year 9 Students allocated their option subjects for remote education	Assessments in year 10 show minimal lost learning	Students get head start in their option subjects to assuage effects of future disruption to learning	Line management discussions	Subject Leaders	Following lockdowns data for year 10 students in option subjects showed students to be ahead of previous cohorts.	£0
Recovery Learning - access to high quality teaching and appropriate resources when students return to school	Purchase of 2nd hand MFL textbooks	Students have access to resources when in class	Students need access to textbooks to support learning when they return to classrooms.	Teaching and Learning QA	Natasha W	Staff and student voices demonstrate that these textbooks are used effectively to support learning.	£341.11
	Purchase Hackney Literacy Project Resources and Training	Students identified for the intervention make accelerated progress and have improved access to all resources	Research shows this intervention has been successful in closing gaps in comprehension allowing students to improve in English, other literacy based subjects and all subjects	Students carefully identified, Staff training delivered Small groups Programme and outcomes carefully monitored Programme delivered during MFL lessons (for students who are not being successful in their language studies and who have expressed the desire to drop MFL at GCSE)	Katryn Maunder Hand	Students on this intervention scheme are showing good progress using the internal metrics provided by the scheme. We will collect further evidence from their literacy teachers and their English data to check whether gaps are being closed.	£2 500.00
Accurate assessment of levels, gaps and then access to appropriate interventions and ensuring feedback is effective	Purchase NGRT tests for all students in Years 7 and 8	Identify individuals in younger cohorts whose literacy (and therefore ability to engage in independent learning) is compromised	Nationally recognised tests providing accessible and relevant data <ul style="list-style-type: none"> ● absence of end of KS2 data and variance in TA information ● anticipation of significant learning loss due to primary school shut down ● concern that gaps might be very evident in literacy development ● info from key feeder primaries about specific needs of individuals 	Accurate determination of students requiring intervention and subsequent monitoring of the intervention provided.	Jan H	The data provided by these assessments has been used to identify students in need of support at various levels - those who need specialist, intensive 1-to-1 support, those who would benefit from their HLP programme. The data has allowed us to flag up students reading ages to all	£2 120.00

						<p>teachers to ensure their needs are being met.</p> <p>The data has been widely distributed and proving useful to class teachers in identifying and supporting students' needs.</p>	
	Purchase OMR Software	allow us to assess tests electronically and provide fast feedback to teachers and students on areas strength and weakness	Pilots carried out without use of the software allowed AHT to scan and mark exams and produce reports to Subject Leads thereby reducing workload, speeding up feedback time and ensuring staff focus on using the results rather than marking the tests.	3 further departments have expressed interest in producing exams that can be marked using this system. The feedback from these departments will be used to sell the system to other subjects.	Chris N	<p>English have successfully used the OMR system in their marking of assessments.</p> <p>We are now planing to roll the system out to other departments.</p>	£1 340
	Purchase external marking support for teacher with heavy KS4 load (and who has son in teaching group)	Manage workload for one key member of staff. Ensure objectivity in marking and eliminate unconscious bias	<p>This teacher delivers 3 different subjects at KS4 to 4 different classes.</p> <p>Their child is in one of their teaching groups - as exams are to be used as evidence for Centre Assessed Grades we wanted to ensure the marking was objective.</p> <p>The company provides useful feedback to the students on how to improve their performance.</p>	We have used mark my papers in the past and they have proved reliable in marking exams in a timely manner and providing useful feedback to students.		<p>This provided useful CAG evidence in the absence of GCSE grades.</p> <p>(This is still the only external assessment of B.Studies since the new specification only came on stream in 2019)</p>	£205.00
	Total budgeted cost:						£11 549.11

Targeted support							
Objective	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?	Cost
One to one and small group tuition	Access the National Tutoring Program to ensure additional targeted support is put in place for all students	60 students will access 10 hours of tutoring in subjects where they are identified as underachieving	Programme is 75% subsidised by the government, My Tutor is preferred provider. My tutor have proved flexible in terms of on site/remote delivery, composition of groups and balance of subjects. EBac subjects prioritised.	Monitored in terms of attendance and	Jan H	weekly during the scheduled tutoring - very high initial rate (due to Jan H monitoring attendance very closely). "Attendance" dropped off significantly towards the end of the programme leading us to look at a different model for this academic year.	£3 375
	Buy in additional staffing to support recovery for students most affected by disruption	Students identified have access to individual and small group intervention	Staffing provided by Step into Teaching - agency providing highly qualified graduates who have shown interest in entering teaching. Specific staff have been interviewed both by agency and School and have had a trial day at Langtree and proved (surprisingly!) effective. Staffing can be used flexibly to provide intervention, in class support and, in extremis, act as cover supervisors during a period of high absence.	Progress of students in receipt of intervention monitored. Student voice Drop ins	Jan H	Additional support provided by the two graduate associate teachers has been highly effective in allowing us to provide targeted support for students requiring additional support and catch up in the core subjects.	£13 886.00
Support for student Wellbeing during lockdown and to	Keeping in Touch programme -	Students feel confident in attending school as	Admin staff working from home will be used to call all students on regular basis and flag any	A spreadsheet will be used to log all contact and record any issues or actions required.	Sarah B	Monthly KIT programme was very effective in	£358

assist them to return effectively to school	especially for vulnerable individuals	they want to ensure they achieve. Attendance to school exceeds 96% (non-covid related) Student satisfaction and well-being surveys show a positive attitude towards school.	concerns to pastoral staff who will call vulnerable individuals more regularly.	RoC forms used to flag any urgent safeguarding concerns. Pastoral Team to monitor contacts and liaise over support required.		supporting the disadvantaged students who were struggling to access the remote learning. Contacts and issues were all logged which provided an invaluable resource when students returned to school.	
	Nomad Counselling used to support most vulnerable students when they return to school	Regular support provided for the most vulnerable students to mitigate the negative effects of lockdown, pandemic and any bereavement on their education and wellbeing.	Nomad have proved successful in providing support for students in the past and at other local schools.	Student voice and feedback will show effectiveness of the intervention. Attendance levels will be monitored	Sarah B	Half termly Nomad counselling continues to prove popular with students and effective in providing practical help for students with wellbeing and mental health issues.	£830.00
						Total budgeted cost	£18 449

Wider and Whole School Strategies

Objective	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?	Cost
Support for parents and carers	Regular Communication	Parents and students are kept informed during uncertainty			Simon B	Half termly Covid Updates have proved useful in keeping parents, students, staff and governors informed about the situation in school and the changes required.	
Access to Technology	Buy computing devices to allow students without sufficient hardware to access remote learning.	Surveys demonstrate that students and teachers have access to the equipment required to learn remotely.	Use DfE provided resources Buy additional Chromebooks Use Scheme offered by local Independent School to turn laptops into functioning Chromebooks			All students were surveyed and families without devices, internet or other hardware were all provided with laptops or chromebooks.	£0.00 £9 769.00 £100.00
	Buy headphones	Access to remote learning measured.	Students will be able to access blended lessons and KW/Vulnerable students access the remote learning when in mixed classes.				£21.00
Professional Development of Staff to help them deliver remote or blended learning	Sharing of best practice through CPD which include a focus on curriculum, T&L, behaviour and pupil premium	Staff become proficient in strategies, technology and applications that are proven to be successful in delivering remote learning.				Whole staff and individual support was provided - in the form of live sessions from our google partner and Langtree staff, recorded videos, good practice groups and one to one help was	

						provided to ensure all staff could deliver effective remote learning during the shutdowns and then use the wide variety of platforms when we returned to classes,	
						Total budgeted cost:	£9 890

ADDITIONAL INFORMATION

The Education Endowment Foundation has published [guidance on effective interventions to support schools](#)

Information regarding the [National Tutoring Programme](#)

- [DfE's catch-up premium guidance](#)
- [EEF's COVID-19 support guide for schools](#)