

COVID catch-up premium report 2019-2020 & 2020-2021

COVID catch-up premium spending summary as per EEF guidance 2020-2021

SUMMARY INFORMATION

Total number of pupils:	1355	Amount of catch-up premium received per pupil:	80£
Total catch-up premium budget:	£108,400	Amount received in Oct 2020 as first installment	£27,100

STRATEGY STATEMENT

The overall aim of our catch up premium strategy is to improve outcomes for all groups of students and close the gap created in skills and knowledge due to Covid 19 school closures. Our school will follow the EEF's guidance of a 3-tiered approach and our catch up premium strategy will include the following priorities-

1. Teaching

- High-quality teaching for all
- Effective diagnostic assessment
- Supporting remote learning
 - Focusing on professional development

2. Targeted academic support

- High-quality one to one and small group tuition
- Teaching Assistants and targeted support
- Academic tutoring
- Planning for key groups of students who are disadvantaged, have SEND or EAL needs.

3. Wider strategies

- Supporting pupils' social, emotional and behavioural needs
- Close monitoring of attendance data for prompt intervention.
- Communicating with and supporting parents
- Ensuring as far as possible that the home environment is conducive to learning.

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	<ul style="list-style-type: none">• Low levels of literacy-reading habits have reduced since the lockdown in March.• Understanding the ability of our new Year 7 intake without KS2 scaled scores.• Ensuring all students can access remote learning at home.
B	<ul style="list-style-type: none">• Gaps in knowledge and skills as identified by subject teams post March lockdown.• Wellbeing concerns around students adjusting to new school routines and structures post lockdown as well as concerns around anxiety and safeguarding issues following the lockdown period.
C	<ul style="list-style-type: none">• Gaps in 'careers and further education' advice and guidance since lockdown from March 2020.Minimal use of Unifrog during lockdown period.

ADDITIONAL BARRIERS

External barriers:

D	Maintaining a high attendance % for all students is a priority
E	Ensuring parental engagement levels are maintained during virtual events and meetings.
F	Ensuring as far as is possible that the home environment is conducive to learning.

Planned expenditure for current academic year 2020-2021

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?
CATs testing for all Year 7 students	To facilitate differentiation and setting where required in the absence of KS2 data.	Diagnostic assessment helps identify abilities and facilitates differentiation in the classroom to meet needs.	Ensure exam team plan logistics and provide data analysis.	PRU/NBK	December 2020
Purchase additional Form Time reading book sets to broaden the menu of books available	The book sets purchased will include BAME authors to ensure a diverse menu for tutor reading. Students are exposed to a greater number of words and challenging texts. Students develop a wider and more appropriate vocabulary range for subsequent use across the curriculum	EEF T&L Toolkit Impact is +6 months.	Form Time reading is timetabled in the morning. Drop-ins show that this is taking place.	IWA/CLZ Dep Head Curriculum & Pastoral +Literacy Lead	Termly Review
Purchase staff and student equipment to facilitate T&L and also enable social distancing. Example mini whiteboards, staff visors, visualizers, student laptops etc	These will support high quality T&L as this will enable staff to model from the front and monitor learning since they can no longer walk the classroom freely. This will allow students to access all online learning resources at home whether for homework, periods of self-isolation, or local lockdown events	EEF T&L Toolkit Using digital technology has an Impact of +4 months Removing barriers to learning by plugging gaps in the learning infrastructure will go a long way to encourage students' learning	PD provided on how to use visualizers. Staff and student feedback to gauge success of provision. Student surveys conducted to identify need. PP Lead checks online access with students during progress interviews. IT Support team provides equipment and technical support	NJE/SJT/NBA/PNI	Spring Term review

Use Tom Sherrington's <i>Teaching Walk Thrus :Five step guides to instructional coaching to improve teacher practice in the classroom</i> . This book is a step by step guide to essential teaching techniques.	This will support quality first teaching since it empowers teachers to use a range of teaching techniques in the classroom. Quality first teaching remains the single most effective strategy for closing learning gaps.	Tom Sherrington and Oliver Caviglioli team up to present 50 essential teaching techniques, The book is a unique repository of key teaching methods and valuable to any classroom practitioner. The book covers important practical techniques in behaviour and relationships; curriculum planning; explaining and modelling; questioning and feedback and practice and retrieval.	Resource to be used during Monday PD in TLC's. Small grp discussions to take place to share good practice.	NJE with teachers	Staff feedback post completion of PD sessions.
Total budgeted cost:					10,000£
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?
Purchase revision guides for targeted students in all subjects. to ensure independent work can be completed at home	Improved attainment and progress scores.	Rationale is to ensure independent work can be completed at home and that students have curriculum materials at home to use for their learning.	Liaise with curriculum Leads to choose revision guides. Ensure parents are informed. Classroom teachers introduce revision guides in lessons so that students are aware of what is required of them.	IWA,NBA ,MME with TLLs	Spring Term 2
Small group tuition for students in Year 7,8 and 9 who require support in numeracy and reading.	Improved outcomes.	EEF T&L Toolkit Small group tuition has an Impact of +4 months	Liaise with Catch Up staff to deliver catch up curriculum for reading and maths. Frequent low stakes tests to gauge progress. Appropriate resources purchased to facilitate programme.	NBA/JLA/SST/HSB	Termly Review

Small grp tuition to targeted EAL & SEND students who need support from the EAL & SEND teams.	Improved outcomes.	EEF T&L Toolkit Small group tuition has an Impact of +4 months	Liaise with the EAL TLL and the SENCo to ensure learning gaps are addressed and students catch up with their peers.	NBA,SPA,SHU	Termly Review
Access the National Tutoring Program to ensure additional targeted support is put in place for all students	Improved outcomes.	DfE and EEF recommendation	Register expression of interest. Liaise with NTP and put in place an effective support programme for KS3 and KS4 students.	NBA with NTP and relevant SLT.	Summer Term review
Coach Bright Catch Up programme targets KS4 students and is a platform where students can ask their university coaches for support in catching up with core curriculum content.	Improved outcomes	Coach Bright is a national organization working with students across the country. EEF T&L Toolkit One to one tuition has an Impact of +5 months	Liaise with Coach Bright to put a programme of support together in line with covid regulations. Liaise with KS4 SLT links, PMs and the premises team to facilitate delivery in school. MA & PP Lead to support during Coachbright sessions. Appropriate communication informing parents of provision.	NBA,MME,PRU,PMs.	Spring Term 2
The role of the Achievement & Intervention Leader which is a new role this year has been created to target groups of students in each year group who need targeted monitoring and intervention to improve outcomes.	Improved outcomes and attitude to learning.	EEF T&L Toolkit Behaviour interventions to improve engagement with learning show an impact of +3 months. Metacognition and self regulation where students take responsibility for their own actions would be a part of this programme and shows progress of +7 months.	Intervention Leads liaise with their SLT links to shortlist a group of students in each year grp for targeted intervention. Establish protocols of intervention delivery and communicate updates to PM & SLT link. Establish starting point and end point backed up with relevant data to evaluate impact.		

					Total budgeted cost:	93,400£
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?	
Supporting pupils' social, emotional and behavioural needs.	Mental wellbeing. Students feel safe and happy in school. Pastoral needs are met.	Students have sound mental health and wellbeing which will in turn promote positive learning behaviours and outcomes	Close analysis of behavior points through half termly and termly reports. Prompt identification and intervention of students who are disrupting the learning of others. Behaviour mentors work effectively with targeted students to reduce their behavior points. Pastoral Managers refer students to IIG.	CLZ & AHR with pastoral, mental health and safeguarding team. + Behaviour mentors	Termly	
Virtual communication through telephone calls to parents during 2020/21 to ensure regular dialect between home and school regarding academic performance	Key staff have access to school mobile phones or a school telephone to communicate with parents in the absence of face to face communication.	EEF T&L Toolkit Parental engagement has an Impact of +3 months	Pastoral team keep a log of all parent calls. Key Group Leads ensure parents access and understand vital school information. A log is kept. EAL parents are contacted and first language used by BTAs to communicate information. A log is kept. PP/FSM parents are contacted as per need and a log is kept.	CLZ with pastoral team NBA with Group Leads	Termly	

<p>Close monitoring of attendance data to ensure school is aware of reasons for absence particularly those which are covid related.</p>	<p>Attendance is in line with national average.</p>	<p>School attendance is a baseline factor in determining student success. It is a legal requirement to ensure that children of compulsory school age receive a full-time education.</p>	<p>Close analysis of attendance data through half termly and termly reports. Prompt identification and intervention for students with low attendance and protocols are followed with those who have persistent absence. The attendance officer works effectively with students and parents to improve attendance figures.</p>	<p>CLZ with BDA NBA- to provide reports.</p>	<p>Termly</p>
<p>Use My School My Planet programme with Year 7 to promote wellbeing and transition to secondary school post lockdown.</p>	<p>Students use outdoor learning to engage in collaborative learning experiences Transition programme to support settling into secondary school. Cross curricular links with Science promote learning.</p>	<p>EEF T&L Toolkit Outdoor adventure learning has an Impact of +4 months There is also evidence of an impact on non-cognitive outcomes such as self-confidence.</p>	<p>Liaison with MSMP Lead, Year 7 PM and premises team to plan the 8 days programme. Provide space and equipment in the Year 7 playground to facilitate outdoor learning. Provide MSMP Lead with information about students to ensure needs are met. Inform teachers.</p>	<p>NBA,SHW,PBA, NHZ,7N teachers</p>	<p>Autumn Term 2</p>
				<p>Total budgeted cost:</p>	<p>5000£</p>

ADDITIONAL INFORMATION

We are a multicultural school with students and staff from diverse ethnic backgrounds. Most of the student population is bilingual and have English as a second language. We have looked at EEF's *Covid -19 support guide for schools* and DfE's *catch-up premium guidance* on how to use the catch up premium and planned strategy and actions as per guidance.

[DfE's catch-up premium guidance](#)

[EEF's COVID-19 support guide for schools](#)

Review of 2019-2020 Catch Up funding

99 students had achieved a KS2 reading scaled score below 100 on entry into Year 7 in September. Just before the March lockdown based on the Winter data entry 94% of them achieved a current grade of expected and above based on their FFT 20% target.

68 students achieved a KS 2 maths scaled score below 100 on entry into Year 7 in September. Just before the March lockdown based on the Winter data entry 100% of them achieved a current grade of expected and above based on their FFT 20% target.

2019-2020

Year 7 Catch Up Budget Allocations £55,576.00

EXPENDITURE

- **Staffing costs**

(Literacy) SST - 3 Days / Week £17,851.00

(Numeracy) MSH-1 hour a week £1,334.19

(Numeracy) ARA -2 hours a week £3,587.00

After school intervention Math's club + In Class Support £1,316.00

Total £41,939.19

- **Curriculum resources cost**

English + Math's Resources £2,000.00

Reprographics - letters/photocopying/certificates £1,000.00

KCS -stationary £500.00

- EAL & SEN Support (Literacy) £7,125.85

EAL & SEN Support (Numeracy) £4,894.53

Total £15,520.38

- **Total Expenditure To Date** £57,459.57

Balance To Date - Surplus(+)/Deficit(-) -£1,883.57