

COVID catch-up premium report

COVID catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupil premium pupils:	157	Amount of catch-up premium received per pupil:	£80 in 2 installments
Total catch-up premium budget:	£12,560		

The government is providing schools with £650 million of universal catch-up premium funding for the 2020/2021 academic year. The aim of the funding is to help pupils catch up on education they have missed due to the coronavirus (COVID-19) pandemic. We will use this funding for specific activities to support pupils to make up for 'lost' teaching over the previous months. While funding has been allocated on a per-pupil or per-place basis, we can use the amount available as a single total from which to prioritise support for pupils according to their needs. We are not required to spend the funds in the financial year beginning 1 April 2020, and may carry some or all catch-up premium funds forward to future financial years if we wish.

This plan outlines how school plans to use this funding for the whole school, targeted support and wider areas. The plan will be evaluated informally at the end of the Autumn and Spring terms and formally, alongside the end of year audit with our Pupil Premium Plan, in Oct 2021 and April 2022.

STRATEGY STATEMENT

We believe that enabling accelerated progress involves:

- Catching up
- Filling 'gaps' in learning
- Deepening understanding and making links with prior learning
- Overcoming barriers

Barriers to getting children back on track:

- Loss of learning due to school closure;
- Pupil attitudes to learning and resilience, and stamina to access learning for sustained periods of time;
- Changes in behaviour that could be caused by anxiety, changes to self-esteem and self-confidence;
- Children not being able to make links to previous learning;
- Knowledge and application for pupils in Y9 transitioning to GCSE in Y10
- Foundations of learning in Core subjects.

The overall aims of our catch-up premium strategy include:

- To reduce the attainment gap between your disadvantaged pupils and their peers
- To raise the attainment of all pupils to close the gap created by COVID-19 school closures
- To deliver quality first teaching supported by regular research-focused professional development.

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?
Provision of laptops, dongles etc	To enable all pupils in need to access learning via Google classroom	Without access to IT, pupils are withdrawn from learning as all live lessons happen using Google Classroom	Questionnaires, pastoral phone calls and 'soft intelligence' from staff identifies pupils in need	Pastoral leads and IT manager	Termly
Identification of students with learning gaps through the design and implementation of high quality diagnostic assessments	To identify pupils in need and package of support to reduce the gap	The most important intervention is quality-first teaching ("wave 1 intervention") that takes place in normal lessons, with expert teachers using assessment information to guide decisions about what to teach and when to teach it. As a result, the majority of small-group additional ("wave 2") intervention is targeted at students in Y10 and Y11, since these students have the least amount of time to "catch-up" prior to completion of their exams.	Subject leaders review progress every term and this is reviewed by line managers and data managers. During lockdown, progress/engagement is reviewed fortnightly with pupils of concern identified quickly and appropriate intervention put into place.	Pastoral leaders, subject leaders, teachers	Following each assessment
Undertake baseline assessments (GL assessments), identifying attainment and gaps in knowledge and understanding for Y7.	A clear understanding of gaps in learning and knowledge which can be used to support day to day planning and teaching.	From assessments (standardised and teacher assessment) develop class action plans for catch-up, identifying where targeted support for individuals is required.	Strategies/ programmes for supporting catch-up for groups and/ or individuals are implemented (see breakdown in priority 2 below).	Data manager, Core subject leaders	Oct 21, April 22
Total budgeted cost:					£3,000
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?

Y11 mentoring programme in all subjects	Improve outcomes for pupils and specific areas of weakness supported	Small group support with specialist teacher has significant impact on pupil outcomes	Programme runs for 6 weeks with groups of no more than 6 pupils led by subject specialist. To focus on area of specific need each term. Groups to be changed as needed	AP, HOY 11, subject leaders	Every 6 weeks
Y10 mentoring programme in all subjects – to begin Term 5 2021	Improve outcomes for pupils and specific areas of weakness supported	Small group support with specialist teacher has significant impact on pupil outcomes	Programme runs for 6 weeks with groups of no more than 6 pupils led by subject specialist. To focus on area of specific need each term. Groups to be changed as needed	AP, HOY 10, subject leaders	Every 6 weeks
Small group tuition for Y11 targeted pupils in mathematics and English.	Progress gap is narrowed and level of achievements matches target	Small group in 'free lessons' to improve mathematics and English in year 11 is identified as removing barrier to progress	Pupils to be tutored by two graduate specialists – one of which is currently providing tutoring support at a national organisation and other is providing private tutoring employed for additional days across terms 4-6 initially. Small groups with x 3 sessions for max 5 students in both English and mathematics.	AP and mathematics and English subject leaders	Summer '21
Purchase of books (eg. KS3 workbooks and revision workbooks) and other educational resources which can be sent home to support remote learning	Higher pupil engagement and less loss of learning	Pupils better able to engage with home learning (both in the form of routine homework and in the event of any lockdown or self-isolation) and parents/carers are able to support their children at home. In parental and pupil surveys, many asked for tasks which didn't rely upon access to a computer/tablet etc.	Materials bought and shared with key subject leaders and SENCO and list of pupils identified. AP will ensure that these have been distributed.	SENCO and core subject leaders	Oct '21
Post work packs home to pupils in the event of self-isolation (of individuals, year groups) and school closure.	As above	As above	Materials created and distributed by subject leaders based on need	Subject leader	Oct '21

TBC - Tailored twilight learning for Year 7,8,9 students, specialists at the school delivering additional lessons online/in person to targeted pupils. Pupils identified following baseline tests.	Progress gap is narrowed and level of achievements matches target		Pupils tutored by staff delivering small group focused session (6 weeks)		
Total budgeted cost:					£9,000
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?
Y8 mentoring support	Pastoral/wellbeing support to provide regular contact with key pupils and parents	Providing holistic support understands the reasons why some pupils may struggle to overcome barriers	2 staff provided with non-contact time in order to catch up with pupils in tutor time and AP to meet with leads once per term to review	AP plus 2 staff	Termly
Total budgeted cost:					£1,000