

# COVID catch-up premium report

## COVID catch-up premium spending: summary

### SUMMARY INFORMATION

Total number of pupils:	1231	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£98,480		

### STRATEGY STATEMENT

During school closure students across all year groups were detrimentally impacted by school closure. The closure of school highlighted increased numbers of students that were living in environments that were not suitable for independent learning. As a school our catch up priority is to ensure that now student has been disadvantaged by the interruption to their education caused by Covid-19, particularly in the core subjects of English, Maths and Science. In addition, our priority is to support students in year 11 to bridge any gaps in learning created during closure, in particular for subjects that have not had their specifications adjusted by examination boards.

Our approach to implementing the catch up funding is as follows:

- The use of the online national tutoring partners to support vulnerable groups such as the disadvantaged, those with additional learning needs, those with a social worker and those that we have identified as significantly regressing during school closure.
- To ensure that staff and student have access to resources that can be utilised in supporting students to bridge gaps in knowledge and understanding caused or extended due to school closure.
- To ensure that resources are in place that can be utilised beyond the 2020-21 academic year to address any gaps that emerge as students move through the school. These gaps may be the result of school closure or as a result of adaptations made to enable the school to be open and Covid-safe.

Our overall aims are to:

- Reduce the attainment gap between disadvantaged students and their peers
- To raise the attainment of all students across the curriculum to close the academic and culture capital gap created by Covid-19 school closures
- Have the infrastructure in place to support students and staff in closing any gaps that are yet to emerge as students move through the school

## Barriers to learning

### BARRIERS TO FUTURE ATTAINMENT

#### Academic barriers:

A	Lower levels of literacy and numeracy in comparison to cohorts at the same stage of their academic careers
B	Capacity within the curriculum timetable to put on additional groups in school
C	Progress of disadvantaged students

### ADDITIONAL BARRIERS

#### External barriers:

D	Lack of a suitable learning environment at home.
E	Attendance of vulnerable groups
F	Parental support capability

## Planned expenditure

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?
Key equipment such as webcams, microphones and headphones	To furnish a study area for students to access virtual or remote resources at school	EEF identifies access to technology as a barrier for many students, particularly those from disadvantaged backgrounds. Creating an environment at school where students can access technology will aid learning via direct access but also familiarisation with technology, which will support online learning via virtual events or remote resources	Monitoring of designated areas via registers  Staff supervision of key areas  Development of virtual/ remote resources as directed within performance management	Heads of Faculty	Half termly
CPD training for staff based around key areas where gaps emerge such as numeracy and literacy. Also around training to support vulnerable groups.	To enable teachers to support students in closing gaps created by school closure	Research into this area is constantly developing and evolving – to be aware of the latest initiatives it is essential we can respond to these opportunities	CPD courses explored by CPD lead  CPD requests vetted by CPD lead and Heads of Faculty upon members of staff making the requests	Lead Practitioner	Half termly
Purchasing additional textbooks/ key texts within subjects	To enable students to work away from the school site guiding by in-house produced guidance	Lack of resources is a key factor that grows the attainment and progress gap	Detailed application process to release funding for textbooks	Deputy Headteacher (Progress) / Heads of Faculty	Half termly
Employment of key staff in curriculum areas	To enable increased intervention to take place and timetable support groups within English, Math and Science	Smaller class sizes support progress	Overview of timetabling. Intervention as indicated by data drops in 2021-22	HT/ DHT	3 data points in 2021-22

Expansion of the school's mentoring programme and rolling support sessions delivered by experts to close gaps	To support student progress across the curriculum and across year groups	Role models and bespoke support is a well-recognized tool to aid progress	Calendared sessions and training for mentors	DHT/ Associate Leader	After each calendared mentor session and data points throughout the year.
				Total budgeted cost:	£40000-45000 (Take up of mentoring)
<b>Targeted support</b>					
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?
National tutoring program	<p>To close the attainment gap between the disadvantaged and their peers.</p> <p>To decrease the gap between vulnerable groups and their peers</p>	The performance of disadvantaged students in comparison to their peers has been a long term area for development. Progress towards this goal was hampered by school closure. Evidence and experience suggests that small group intervention on school site supervised by teachers is more effective than other intervention	<p>Selection of students rigorously reviewed by DHT (Progress)</p> <p>Supervision of students on school site as they access the sessions</p> <p>Quality assurance of the program via student voice</p> <p>Tailoring sessions based on internal assessment</p>	DHT progress / Heads of Faculty	Monthly
Increased counsellor provision	To limit the impact of school closure and national restrictions on the mental wellbeing of students	A survey carried out by the school highlighted that students are struggling with their wellbeing since returning to school. Counselling has been the most effective support mechanism for these students	<p>Clear process in place to ensure that the correct students are accessing the support</p> <p>Regular review of the progress made in sessions via student voice and communication with counsellors</p>	DHT Behaviour, safety and wellbeing	Half termly
				Total budgeted cost:	£35000-40000 (Take up of NTP)

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?
Introduction of literacy initiatives such as class reader	Increased staff input to literacy within tutor groups	Class reader has been seen to increase literacy fluency	Overseen by Lead Practitioner for Literacy	LP Literacy	Summer 2021
Membership of PiXL	External group that has a focus on catch up for 2021-22	External support and sharing of best practice across secondary schools	DHT to cascade information to relevant staff and lead on whole school areas as appropriate	DHT Progress	Termly
				Total budgeted cost:	£10,000