

# COVID-19 catch-up premium report

## COVID-19 catch-up premium plan 2021/22

### SUMMARY INFORMATION

Total number of pupils:	1546	Amount of catch-up premium received per pupil:	£32.34
Total catch-up premium budget:	£50 000		

### STRATEGY STATEMENT

As a school we are committed to support children and young people to catch up on missed learning caused by COVID19. This is especially important for the most vulnerable pupils and pupils from disadvantaged backgrounds who we know have been most affected.

The Catch Up funding received is used for specific activities to support our pupils' education recovery and to help pupils catch up on missed learning. In support of our Five Year Pupil Premium Strategy, our Catch Up Programme particularly focuses on our disadvantaged, vulnerable and SEND pupils as we know they have been most affected. The three key areas of both our Catch Up Programme and Five Year Pupil Premium Strategy are:

- Teaching and learning strategies
- Targeted support
- Wider support

The overall aims of our catch-up premium strategy, are :-

- To reduce the attainment gap between disadvantaged & SEND pupils and their peers
- To raise the attainment of all pupils to close the gap created by COVID-19 school closures

The following documentation has been used to help formulate the plan

The EEF Guide To Supporting School Planning: A Tiered Approach To 2021"  
DfE's catch-up premium guidance  
EEF's COVID-19 support guide for schools

## Barriers to learning

You could use the following data sources to help identify barriers to attainment in your school:

- Internal assessment and reporting software
- The EEF [families of schools database](#)
- Staff, pupil and parent consultation
- Attendance records
- Recent school Ofsted report
- Guidance from experts

## BARRIERS TO FUTURE ATTAINMENT

Academic barriers: (issues addressed in school such as low levels of literacy/maths)

A	<ul style="list-style-type: none"> <li>• Gaps in knowledge of curriculum content</li> </ul>
B	<ul style="list-style-type: none"> <li>• Gaps in literacy, vocabulary &amp; oracy</li> </ul>
C	<ul style="list-style-type: none"> <li>• Low motivation to engage in the curriculum during last year's lockdown and re-engage in the curriculum on return to school</li> </ul>

## ADDITIONAL BARRIERS

External barriers: (issues which require action outside school such as home learning environment and low attendance)

D	<ul style="list-style-type: none"> <li>• Disengagement of key pupils/families with the challenges faced in last year's lockdown</li> </ul>
E	<ul style="list-style-type: none"> <li>• Prolonged periods of absence due to Covid/mental health issues</li> </ul>
F	<ul style="list-style-type: none"> <li>• Engagement/progress in learning from home due to IT restrictions (either resources or skills in usage)</li> </ul>

## Planned expenditure for current academic year

The headings below will help you demonstrate how you plan to use the catch-up premium to improve classroom pedagogy, provide targeted support and support whole-school strategies.

Quality of teaching for all					
<i>Action</i>	<i>Intended outcome and success criteria</i>	<i>What's the evidence and rationale for this choice?</i>	<i>How will you make sure it's implemented well?</i>	<i>Staff lead</i>	<i>When will you review this?</i>
Continued use of the EEF teaching model for both in school and online learning	Reduction in Gaps in knowledge of curriculum content by providing a structure for learning which aims to maximise progress and also address recall.	"The EEF Guide To Supporting School Planning: A Tiered Approach To 2021" identifies teaching as the most important factor in improving outcomes for pupils with particular reference to the following :- 1 high quality instruction in the classroom 2 deep subject knowledge and a flexible understanding of the content 3 High-quality assessment 4 Whole-school planning that focuses on high-quality teaching with sustained professional development	Learning walks Curriculum conversations Pupil voice	TS ADM CB KP SZS	January 2022
Implement Whole School Assessment to better align with the Curriculum Intent (including disciplinary knowledge/endpoints) and to support the identification of students falling behind in the lesson sequence	Ensure that the new assessment document created last year is now being implemented in the classroom. This will be monitored in a variety of ways, including curriculum conversations, with a particular discussion on how assessments are fit for purpose in measuring gaps which still remain post-COVID lockdown		Use of CPD time to involve all teachers, focus in lesson observations, work scrutiny and curriculum conversations	TS ADM CB KP TE SZS	June 2022
Support day to day teaching and learning for pupils during and after Lockdown	Provision of work through Microsoft teams for students self isolating Provision of in school live teaching during lockdown		CPD for all staff in the use of Microsoft Teams and delivering live lessons SLT QA of live teaching in school & Pupil voice	TS ADM CB KP SZS PJ	January 2022

Deliver a whole school literacy policy which improves reading and inference.	Literacy policy, based on the EEF Implementation model, is consistently implemented  TCAT Reads literacy policy	Alex Quigley's research states Reading is the key to learning. Academic reading helps pupils access the school curriculum. As such, every teacher should know how children learn to read, before going on to 'read to learn'.		BM  TCAT Literacy Lead (Rachael Russell)	January 2022
	Y7 Fresh Start Phonics intervention successfully implemented	The EEF reports that Fresh Start shows 'considerable promise as an effective catch-up intervention for low-attaining readers at the transition phase from primary to secondary school.' Pupils on Read Write Inc. Fresh Start made 3 months additional progress in reading, measured using the New Group Reading Test, during the five and a half month trial.	Monitoring of Fresh Start delivery (lesson observations of JEC) and scrutiny of data to check that progress is made.	BM / JZM	October 2021
	Rapid Plus active read intervention successfully implemented as breakfast and after-school club, aimed at pupils in 7, 8 and 9 with reading ages below chronological age to start as breakfast and after-school club, October 2021, running throughout the year.	EEF identifies comprehension-based interventions as high-impact.	Monitoring of Rapid Read delivery and scrutiny of data to check that progress is made.	BM	October 2021
	Lexonic-Advanced successfully implemented	Evidence suggests that 6 hours on this programme can lead to pupils making Reading Age gains of 27 months	Monitoring of delivery of programme by EM and scrutiny of data to check that progress is made	BM / EM / JZM	October 2021

*Targeted support*

<i>Action</i>	<i>Intended outcome and success criteria</i>	<i>What's the evidence and rationale for this choice?</i>	<i>How will you make sure it's implemented well?</i>	<i>Staff lead</i>	<i>When will you review this?</i>
<p>KS4 Deliver targeted small group and 1:1 intervention, which have high impact in the short term, aimed at getting students 'back on track'</p>	<p>1 to 1 and small group delivered by external tutoring &amp; subject staff in subjects including Maths, English, Science, PE, Geography, Art, Business Studies</p> <p>tutor led Maths sessions run in school for Y11 on Saturday mornings, with Online Tutorial provision for pupils when Learning Remotely</p> <p>PP &amp; SEND students are the main target group for priority support at After School Intervention in all subjects</p>	<p>"The EEF Guide To Supporting School Planning: A Tiered Approach To 2021"</p> <p>Identifies key areas for Targeted academic Support :-</p> <ul style="list-style-type: none"> <li>High-quality one to one and small group tuition</li> <li>Teaching assistants and targeted support</li> <li>Academic tutoring</li> </ul> <p>The Guide states "<i>High quality teaching is supported by, and inextricably bound to, targeted academic support. Good assessment will reveal that</i></p>	<p>Attendance at intervention sessions is tracked and used to identify specific home-school communication to support pupils with non attendance</p> <p>Pupil voice is used to determine the extent to which pupils feel the provision meets their need</p> <p>Reduction in Gaps in attainment for the 2022 GCSEs in comparison to the TAG/CAG of 2020-2021</p>	<p>PJ TL</p>	<p>January 2022</p>

<p>KS3: Deliver targeted small group and 1:1 intervention, which have high impact in the short term, aimed at getting students 'back on track'</p>	<p>The continuation of: targeted intervention provided by external tutors in English and Maths at KS3 for those students who did not make appropriate progress at KS2 or whose progress since KS2 has created the need for extra tuition. This will now include the new Y7 cohort (post-December) and Y8/9 pupils who are deemed to still benefit from the programme (from a wide variety of data including TLC Live Assessments, interim data, staff opinion and pupil voice)</p> <p>targeted intervention sessions are delivered in person for Y8/9 pupils working in school in light of those pupils who work more effectively in person rather than in an online session</p>	<p><i>some pupils have lost learning, misunderstood content, or made gains in their knowledge, during the extended period of Covid-19 partial school closures. This may require targeted one to one or small group tuition to address gaps. We can also anticipate that pupils with SEND will need specific support"</i></p>	<p>Attendance at intervention sessions is tracked and used to identify specific home-school communication to support pupils with non attendance</p> <p>Pupil voice is used to determine the extent to which pupils feel the provision meets their need</p> <p>Weekly reports from online tutors alongside summary reports and also assessment points (at weeks 1, 7, 15 of a 15-week block)</p> <p>Interim data and staff feedback is also used to measure success.</p>	<p>TE</p>	<p>June 2022</p>
<p><i>Other approaches</i></p>					
<p><i>Action</i></p>	<p><i>Intended outcome and success criteria</i></p>	<p><i>What's the evidence and rationale for this choice?</i></p>	<p>How will you make sure it's implemented well?</p>	<p>Staff lead</p>	<p>When will you review this?</p>
<p>Continue to deliver an extensive enrichment programme aimed at developing student's social skills, confidence and providing additional opportunities to explore Interests and Create Broader Perspectives.</p>	<p>Pupils have the opportunity to develop a range of skills to support them outside the taught curriculum. Pupils who are specifically targeted to attend will benefit socially and emotionally from attending enrichment sessions. This will boost confidence and self-esteem of pupils</p>	<p>Extracurricular activities have a wide range of benefits, proven by research including developing social skills, confidence and positive outcomes such as improving attendance at school. They also provide a space for children and young people to learn new skills, have fun and relax away from their academic work</p>	<p>Use of Sims Activities to track and monitor participation. AR to liaise with HOY's and HOF's regarding pupil attendance. HOY's and aHOY's target specific pupils to attend Use of pupil voice to review and amend the enrichment offer</p>	<p>DM AR MM</p>	<p>January 2022</p>

<p>Improve POST 16 aspirations for students through CIAEG.</p>	<p>All PP pupils successfully progress to post 16 courses/placements.</p> <p>Every PP pupil receives a careers interview in both Y10 and Y11 helping them to make positive choices with future plans.</p> <p>Pupils are supported with post 16 applications and progress is constantly monitored. Parental engagement is strong to ensure everyone is working together.</p>	<p>To ensure that all PP pupils have a positive transition from school to post 16 education/training and start confidently in their new settings.</p> <p>Helping pupils to make the right choices is closely linked to success in their new setting and enables them to better adapt to new academic challenges and curriculums. New transition points are significantly important for PP pupils.</p>	<p>All PP careers interviews are logged and registered. Parents sign off meetings record.</p> <p>Regular meetings with CEIAG team to discuss PP pupils transition status.</p> <p>Work closely with post 16 providers.</p>	<p>TL</p>	<p>January 2022</p>
<p>Provide Alternative Vocational provision for identified pupils to support their engagement in full time education</p>	<p>Identify pupils who will benefit from a tailored curriculum designed to best fit individual needs and interests.</p> <p>Seek external providers of vocational courses that link with and provide transition to suitable post-16 courses.</p> <p>Alternative vocational provision to work alongside additional curriculum support within school to ensure pupils are given the best chance of succeeding in both areas.</p>	<p>DfE Alternative Provision guidance states that alternative provisions are for pupils who would not receive suitable education without such provision.</p> <p>To ensure that school's curriculum offer is inclusive for all students and supports those who in some cases have been most affected by school closure.</p>	<p>Close monitoring and knowledge of those who would potentially benefit from vocational provision.</p> <p>Regular monitoring of students on vocational courses to ensure suitability and progress.</p> <p>Regular meetings with parents/carers to review vocational placements.</p> <p>Ensure that opportunities to transition to linked post-16 courses are sought and taken.</p>	<p>MM</p>	<p>January 2022</p>

<p>Improve the attendance of PP &amp; other identified students</p>	<p>weekly monitoring of attendance in all current forms support for pupils on FSM including use of school transport continue with the SLA with the LA to support FTP</p>	<p>“The EEF Guide To Supporting School Planning:A Tiered Approach To 2021” states:- “..Schools will be deploying a range of wider strategies to support their pupils .... There may be new barriers to success in school, such as reduced attendance... which may affect the behaviour of some pupils”</p>	<p>%absence and % persistent absence reduced  Daily running of school transport provision  Attendance procedures consistently in place</p>	<p>DM AR MM</p>	<p>January 2022</p>
<p>Provide ongoing support to all pupils regarding Mental Health but with additional small group support and 1:1 sessions for those deemed more vulnerable on returning from lockdown.</p>	<p>Ensuring the curriculum continues to extend beyond the academic and technical areas of school life and supporting pupils’ broader development.  School continues to provide pupils with meaningful opportunities to become responsible, respectful and contribute positively to society.  Students are encouraged to reflect on their experiences and to recognize how they are developing personally and socially.  Students will integrate back into school routines successfully</p>	<p>Our own evidence collected from a number of survey’s (Wellbeing Survey, Pupil voice, Learning Walks and QA etc) highlights key areas where pupils need additional support.  HOY’’s and aHOY’s have flexibility within the PD mapping to respond to emerging needs and sessions were put in place accordingly.</p>	<p>Use of Wellbeing Survey data to identify emerging needs of pupils specific to year groups.  PD mapping amended and emerging needs responded to.  Pupil voice is used to determine the extent to which pupils feel the provision meets their needs.  HOY’’s and aHOY’s to identify students in each year group that may benefit from additional support with particular reference to mental and emotional wellbeing.  Mental Health Panel meeting to take place fortnightly</p>	<p>DM AR MM</p>	<p>January 2022</p>

## ADDITIONAL INFORMATION

In this section you could annex or refer to additional information which you've used to support the sections above. For example:

- Internal assessment and reporting software
- Evidence from the EEF [families of schools database](#)
- Results of staff and pupil consultation
- Analysis of attendance records
- Recent school Ofsted report
- Guidance from experts
- Case studies