

COVID-19 catch-up premium report 2020-21

COVID-19 Review of catch-up premium spending 2020-21

SUMMARY INFORMATION

Total number of pupils:	1549	Amount of catch-up premium received per pupil:	£71.31
Total catch-up premium budget:	£110 460		

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 and vulnerable 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 your disadvantaged pupils and their peer
- 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">• Gaps in knowledge of curriculum content
B	<ul style="list-style-type: none">• Gaps in literacy, vocabulary & oracy
C	<ul style="list-style-type: none">• Low motivation to engage in the curriculum during lockdown and re-engage in the curriculum on return to school

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

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>Staff lead</i>	<i>Review September 2021</i>
Implement 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.	TS ADM CB KP SZS	An EEF framework was introduced into both online and school lessons to help students access the curriculum. The framework provides a structure to lessons which is supported by evidence about effective learning over time as well as supporting students to work independently by improving their metacognition. Five different strands were introduced; activate, explain, practise, reflect and review. These strands can be used both within a lesson and across a series of lessons. The impact is that students are now more aware of the importance of knowledge retrieval and linking their learning. Furthermore, it has provided students with strategies to help them develop their independence and confidence in subject areas.
Review Whole School Assessment to better align with the Curriculum Intent and to support the identification of students falling behind in the lesson sequence	a whole school assessment review group is created that :- creates clarity about the WHY of assessment Explores best and most suitable practice including how best to assess through online learning (post-lockdown also). Uses assessment to identify gaps in knowledge and inform teaching	TE TS ADM CB KP SZS	The assessment review group has created a detailed new document which not only summarises our approach to assessment as a school but also provides a wide range of approaches which can be utilised across all subjects. This was not only created by the group but also by collating best practice from all faculty heads, including methodology from when the pupils were working through lockdown. These assessments approaches are now implemented in the classroom to identify and address gaps in learning, particularly post-COVID lockdown, which are further elaborated upon (including data analysis) in curriculum conversations and progress meetings. They are also referenced in the new detailed curriculum maps generated by each department head.

Support day to day teaching and learning for pupils during and after Lockdown	Provision of in school live teaching during lockdown Development and publishing of teaching & learning sways	TS ADM CB KP SZS PJ	During lockdown all pupils were taught live lessons via teams. We ensured that all pupils learning from home had suitable IT. Pupils who came into school were supervised in IT rooms by qualified staff. Subject specific resources were used to support pupils. For example, in some subjects sways were written and published. In Maths, pupils had access to mymaths, mathswatch and hegartymaths. After lockdown subjects continued to support pupils who were self-isolating. As a minimum, this involved putting the lesson on teams for pupils to follow and where possible pupils joined the live lesson from home via teams. The White Rose Scheme of Work is differentiated so that key concepts are concentrated on - the teacher goes at the pace of the students in small steps to ensure that pupils have a good understanding of the building blocks
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Deliver a whole school literacy policy which improves reading and inference.	<p>Literacy policy, based on the EEF Implementation model, is consistently implemented</p> <p>TCAT Reads literacy policy</p> <p>Y7 Fresh Start Phonics intervention</p>	<p>BM</p> <p>TCAT Literacy Lead (Rachael Russell)</p>	<p>Y7 Fresh start phonics ran throughout the year and was delivered via Teams during Lockdown. All pupils made improvement in their reading ages between September and June when they were re-tested. See data below.</p> <table border="1" data-bbox="898 663 1485 975"> <thead> <tr> <th>Initials</th> <th>PP</th> <th>SEN</th> <th>Sept RA</th> <th>June RA</th> </tr> </thead> <tbody> <tr> <td>AA</td> <td></td> <td>K</td> <td>07:09</td> <td>SS 93 10:03</td> </tr> <tr> <td>DT</td> <td></td> <td>K</td> <td>07:09</td> <td>SS 92 10:03</td> </tr> <tr> <td>DB</td> <td></td> <td>EHCP</td> <td>08:03</td> <td>SS 85 09:03</td> </tr> <tr> <td>WO'D</td> <td></td> <td>K</td> <td>07:06</td> <td>SS 84 09:03</td> </tr> <tr> <td>JN</td> <td>Y</td> <td>EHCP</td> <td>06:06</td> <td>SS 76 8:00</td> </tr> </tbody> </table> <p>The 'Love of Reading' project ran through the year and was delivered via pre-recorded video links during lockdown. Currently it is being further adapted with addition 'Reading for Purpose' materials and strategies, to be delivered through the PD curriculum. Science, Geography and History have trialed wider reading curriculum (See outcomes of Science Peer-to-Peer, September 2021)</p>	Initials	PP	SEN	Sept RA	June RA	AA		K	07:09	SS 93 10:03	DT		K	07:09	SS 92 10:03	DB		EHCP	08:03	SS 85 09:03	WO'D		K	07:06	SS 84 09:03	JN	Y	EHCP	06:06	SS 76 8:00
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Total budgeted cost: 16 500#

Targeted support

<i>Action</i>	<i>Intended outcome and success criteria</i>	<i>Staff lead</i>	<i>Review September 2021</i>
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<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 & subject staff in subjects including Maths, English, Science, History & PE</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 students are the priority group for Compulsory After School Intervention in all subjects</p> <p>online targeted support sessions for small groups of identified pupils in y10 & 11 are delivered through enrichment curriculum whilst pupils are in lockdown</p>	<p>PJ</p>	<p>Surplus staffing in Maths were used to support identified pupils with an extra lesson of Maths per week. Ninety-seven pupils received extra Maths support. These included 14 pupil premium pupils who could not attend Saturday morning Maths. In addition, 1 pupil premium pupil was provided with Maths support through the Online My Tutor Programme. On the return to school in March 2021, the school employed a Maths tutor to work with identified pupils, prioritising pupils in the Pupil premium cohort. The Maths tutor supported thirty -five pupils in small groups of two to five for an hour a week – of these pupils 17 were Pupil Premium Pupils. Both these programmes continued until Year 11 left in the Summer term</p> <p>The school used one of its cover supervisors, who was also a Science Specialist, to support 2 pp pupils with gaps in knowledge and potential disengagement from the curriculum. These pupils received five lessons a week as a pair with the Science Specialist. Discussions with these pupils established that they both felt the sessions were of benefit to them and created a re-engagement with the Science Curriculum. For pupils with identified gaps in Science, the school provided support through the Online My Tutor Programme. In the autumn term twenty four pupils access the programme, of which 12 were pupil premium. On the return to school in Spring 2021 and until Year 11 left, the Science Specialist tutor worked with identified pupils, prioritising pupils in the Pupil premium cohort. Twenty pupils received Science tutoring of which 12 were Pupil Premium</p> <p>Identified pupils were provided with English support in school through small group tutoring using surplus staffing and a former teacher. Seven pupils were supported through this including 4 pp pupils. One pupil with long term absence was provided with English support through the Online My Tutor Programme. On the return to school in Spring 2021 and until Year 11 left, thirteen pupils were supported through small group tutoring including 5 pp pupils.</p> <p>Identified pupils were provided with History support in school through small group tutoring using a former teacher. Five pupils were supported through this including 2 pp pupils.</p> <p>In addition, where pupils had non-examined RS lessons and were also following GCSE courses in History, Geography or RS, classes were rearranged to provide one hour a week's extra teaching in these subjects by subject specialists</p> <p>The Saturday Maths Intervention provided an hour's small group tutoring for Pupil Premium (+ other identified Go 2) pupils. These continued up until the last In-school assessments that contributed to the Maths Teacher Assessed Grade. Non-attendance of pupils was followed up with phone contact with parents/carers ahead of the session the following week. Pupil Voice interviews carried out before Y11 left were very positive about the benefit of the programme. Year 10 pupils were provided with sessions on the run up to their end of Year Internal Exams</p>
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<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>Y9 after school and where possible in-school accelerate programme provides identified pupils with work and support to help best prepare them for identified GCSE /Vocational courses they will be starting in September</p> <p>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.</p> <p>targeted intervention sessions are delivered in person for pupils working in school including modifying of curriculum for y9 pupils in light of option choices or for pupils who work more effectively in person rather than in an online session</p>	<p>TE</p>	<p>PP pupils were identified for whom a member of staff had capacity to support in a particular subject area. These pupils were then removed from a subject they had opted not to pursue at GCSE level and given time to work with subject staff from a subject they were to continue studying in order to give them a "headstart" for learning. The response was very positive with pupils benefitting from small group tuition, engaging well and as such being able to enter Y10 with added confidence as GCSE learners. 13 PP pupils benefitted from this programme.</p> <p>Various data was used to select pupils for targeted intervention in English and Maths but primarily this focused on their KS2/CATs results along with interim data. Subject staff were also consulted where necessary. All pupils involved with this programme at its commencement were Pupil Premium pupils. These pupils were then provided with one hour per week of online tuition, which also involved measuring for gaps at the start of the course before then deciding which gaps to remedy. The school was provided with reports after every single session, and the pupils were assessed at mid/end points. Over 60 PP pupils were involved in this programme at some point and our levels of attendance and engagement were praised by TLC Live who provided the tuition.</p> <p>For pupils who did not engage with the online tuition as an intervention medium, face-to-face tuition was offered instead, again for one hour per week. Although this was only needed for a handful of pupils, there was a marked difference in levels of engagement.</p>
			<p>Total budgeted cost: 73 500</p>
<p><i>Other approaches</i></p>			
<p><i>Action</i></p>	<p><i>Intended outcome and success criteria</i></p>	<p><i>Staff lead</i></p>	<p><i>Review September 2021</i></p>

<p>To offer Summer school to identified pupils joining September 2021</p>	<p>Pupils who have fallen behind and may struggle to make 'quick' progress at high school are given support in key skills, confidence and self-esteem.</p>	<p>TH</p>	<p>52 pupils attended summer school in August 2021. The summer school was specifically targeted at pupils who were: In receipt of pupil premium and/or had an EHCP. The program of events allowed pupils to build their self-confidence and to re-visit some basic skills in literacy and numeracy. The experience also allowed for activities based around the arts, sport and IT.</p>																																				
<p>Relaunch and deliver an extensive enrichment programme aimed at developing student's social skills, confidence and re-establishing a wider support programme outside of the taught curriculum.</p>	<p>Lower school enrichment programme commenced March 15th Aimed to support our pupils' reconnecting with each other and interacting through activities designed to support their wider wellbeing. Activities to be centred around pupils doing the things they most enjoy and allowing pupils' the opportunity to re-establish a sense of social connectivity which we recognise pupils' will have missed.</p>	<p>DM AR MM</p>	<p>On the back of the Post-Christmas lockdown, we recognised that students would need additional opportunities to re-connect with each other and engage in activities outside of their taught curriculum. Therefore, we relaunched our Enrichment Programme with a wide range of activities on offer. The focus, certainly in the lower year groups, was all about fun and engaging activities and allowing pupils' the opportunity to re-establish a sense of social connectivity.</p> <p>In Years 9 and 10, there was a combination of enrichment and intervention-based activities as part of the catch-up plan.</p> <p>The numbers of students in attendance at enrichment sessions has been excellent and are summarised below: -</p> <table border="1" data-bbox="871 831 2110 1351"> <thead> <tr> <th>Year Group</th> <th>No of Students attended at least 1 session</th> <th>% of Year Group who have Attended at least 1 session</th> <th>No of Pupil Premium</th> <th>% of PP Cohort</th> <th>No of Pupils with SEN</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>205</td> <td>67%</td> <td>20</td> <td>53%</td> <td>16</td> </tr> <tr> <td>8</td> <td>183</td> <td>58%</td> <td>28</td> <td>50%</td> <td>19</td> </tr> <tr> <td>9</td> <td>178 (52 Pupils Intervention)</td> <td>56%</td> <td>31</td> <td>96%</td> <td>25</td> </tr> <tr> <td>10</td> <td>214 (23 enrichment)</td> <td>69%</td> <td>37</td> <td>95%</td> <td>26</td> </tr> <tr> <td>Total</td> <td>780</td> <td>63% of students</td> <td>116</td> <td>70% of PP Students</td> <td>86</td> </tr> </tbody> </table>	Year Group	No of Students attended at least 1 session	% of Year Group who have Attended at least 1 session	No of Pupil Premium	% of PP Cohort	No of Pupils with SEN	7	205	67%	20	53%	16	8	183	58%	28	50%	19	9	178 (52 Pupils Intervention)	56%	31	96%	25	10	214 (23 enrichment)	69%	37	95%	26	Total	780	63% of students	116	70% of PP Students	86
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<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>TL</p>	<p>No Pupil Premium pupils have been NEET for 2018, 2019 & 2020. All Pupil Premium Pupils received an interview with the Careers Advisor and were provided with ongoing support for their post 16 destinations> all PP students received a one to one options interview and were supported through the options process</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>MM</p>	<p>In 202-21 the Local Authority Home Tuition team provided one to one tuition for identified pupils who could not attend school for medical reasons.</p> <p>Two Pupils in Year 11 were tutored through their Safeguarding Team</p> <p>Walton Lea placement was used for selected pupils in the Designated Provision or with identified SEND need.</p> <p>Current placement for one Year 11 and one Year 8 pupils placed at Kassia Alternattive Provision</p>

<p>Improve the attendance of PP & 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>DM AR MM</p>	<p>Pupil premium attendance across all year groups 88.84%. Pupil Premium persistent absence was 28.7%. PP attendance in Year 7 and 9 was strong in light of previous years and with the background pandemic. Year 8 and 11 impacted by difficult cohorts of complex students whose attendance as a result was impacted. Strategies employed to tackle problems with attendance in all year groups were rewards, minibus collection, PPISP meeting, mentoring and use of the EWO to support good attendance</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.</p> <p>School continues to provide pupils with meaningful opportunities to become responsible, respectful and contribute positively to society.</p> <p>Students are encouraged to reflect on their experiences and to recognize how they are developing personally and socially.</p> <p>Students will integrate back into school routines successfully</p>	<p>DM AR MM</p>	<p>Mental Health education continues to be a priority within the overall Personal Development Curriculum. All pupils received Mental Health sessions through PSHE and PD lessons.</p> <p>Emphasis was very much placed on reestablishing routines and providing students with the opportunity to interact with each other. PSHE/PD sessions were very much discussion based and encouraging pupils to reestablish social skills.</p> <p>Wellbeing drop in sessions were available each week and any pupil requiring additional support continues to be referred to Mental Health Lead.</p> <p>Designated Mental Health Lead carried out 1:1 appointment with those students who were deemed most vulnerable and signposted to additional support where necessary.</p> <p>We used outside agencies (BYP) to deliver small group sessions to Year 10 Forms on resilience and promoting positive mental health.</p>
			<p>Total budgeted cost: 18 500</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

£2000 is left spare in the budget to allocate in the supporting of the above – to be determined as the year develops