



# COVID-19 catch-up premium report - February 2021

## SUMMARY INFORMATION

Total number of pupils:	799 (Years 7-11)	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£63920		

## STRATEGY STATEMENT

### Overall aims

1. Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content.
2. Aim to return to the school's normal curriculum in all subjects by summer term 2021.
3. Plan on the basis of the educational needs of pupils. Curriculum planning should be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills.
4. Develop remote education so that it is integrated into school curriculum planning.

### The 3-tiered approach

#### Quality of Teaching for all

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

#### Targeted support

- High-quality one to one and small group tuition
- Teaching Assistants and targeted support
- Planning for pupils with Special Educational Needs and Disabilities (SEND)

#### Other approaches

- Supporting pupils' social, emotional and behavioural needs
- Planning carefully for adopting a Social and Emotional Learning curriculum
- Communicating with and supporting parents

## Barriers to learning

### BARRIERS TO FUTURE ATTAINMENT

#### Academic barriers:

A	Gaps in curriculum as identified by each Head of Department
B	Readying the school for further home learning needs (E.g. a second lockdown)
C	Ensuring all students can access online learning at home
D	Understanding T&L strategies within the 'new normal' way of teaching

### ADDITIONAL BARRIERS

#### External barriers:

E	Maintaining a high attendance % for all students
F	Students having access to ICT at home
G	Wellbeing: Concerns around anxiety and safeguarding issues following the lockdown period
H	Wellbeing: Students adjusting to the new school routines and structures
I	Ensuring parental engagement levels are maintained during the 'virtual meeting' era

## 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?
Assessment completed in each faculty to identify learning gaps from the first lockdown.	Gaps clearly identified within teach subject. Teaching modified to address these gaps	To close the gap we need to know what the starting point should be	Quality assurance by HOFs within their faculty. Scrutiny of HOF's quality assurance at SLT link meeting	HOFs	October 2020
Modify Year 11 teaching so it focuses on the updated exam content	Non-essential topics are not covered to allow time for catch up	Avoid wasting time on teaching topics that won't be assessed this year.	Quality assurance by HOFs within their faculty. Scrutiny of HOF's quality assurance at SLT link meeting	HOFs	October 2020
Extend period 5 for KS4 subjects and period 6 introduced for rapid intervention program. Core subjects have been overstaffed to facilitate this.	Curriculum time increased and core content covered	Provide enough time to each KS4 core content	Quality assurance by HOFs within their faculty. Scrutiny of HOF's quality assurance at SLT link meeting	HOFs	September 2020

Google Classroom Protocol established to ensure education for students who have to self isolate, without overwhelming them.	Ensure disruption to education minimised when self-isolation became necessary	Ongoing disruption to education is inevitable until the vaccine is rolled out nationally.	Quality assurance by HOFs within their faculty. Sampling by SLT of quality of remote learning	RT	December 2020
Total budgeted cost:					£12450
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?
40 periods of Teaching time allocate to SEN support.	High quality small group support for SEN students	SEN students fell further behind during lockdown so need additional support to close the gap.	Quality assurance of provision by SENCO. SEN students show good progress by end of Autumn term	SENCO	December 2020 and July 2021
Learning Mentors appointed to strengthen the pastoral system and reduced teaching load of HOYs	Reduce prevalence of low level disruption by students who struggle to return to school. Support students adversely affected by the lockdown	To address the risk of students who struggle to return to school disrupting the education of all students.	HOYs to line manage the learning mentors. SLT link's to look at the impact of this resource on low level disruption.	ST	December 2020 and July 2021
1-1 mentors to support English and Maths	Address specific gaps in literacy and numeracy	Some students, particularly in Year 7 and 8, have seen their literacy and numeracy fall during lockdown.	HOYs to direct learning mentors. Learning issues addressed by targeted support.	English and Maths HOYs	December 2020 and Easter 2021

Counselling was increased and continued remotely	Emotional issues exacerbated by lockdown are addressed and students return to school.	Some students have disproportionately suffered during lockdown and now require help to return to school.	ST to direct the counsellor and use information from the pastoral team to ensure counseling is offered to the right students.	ST	December 2020 and Easter 2021
Period 6 for Year 11 students	An extra lesson is provided twice a week to provide curriculum catch up time. Autumn term, English and Maths, Spring and Summer, wider curriculum	Year 11 need more time to enable them to practice subject specific skills so they can achieve better in assessments.	HOFs to organise and quality assure provision.	HOFs	December 2020 and Easter 2021
Total budgeted cost:					£26250
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?
Year 11 mentoring programme continues from Year 10 (March 2020)	Year 11 students get regular support and advice. Year 11 parents are kept fully informed of progress and issues.	Our students benefit from help with motivation and organization in the final year of their studies. Students can also be better supported by their parents because of their increased awareness.	Mentors meet regularly with WL, who provides common program and guidance.	WL	December 2020 and Easter 2021

Revision guides provided for all year 11 students	Ensure knowledge and exam guidance is available to support active revision	Spaced repetition and exam practice are proven techniques for recalling and applying learning.	Revision guides were distributed in the Autumn term. Class teachers include regular spaced repetition in their lessons.	RT	December 2020
5- a-Day (menu of after school activities) to support with health, fitness, mental health	Provide opportunity for students to improve mental health and wellbeing	Lockdown has led to students becoming more isolated and less resilient, so there is a need to develop these skills.	Program coordinated by SLT	NN	December 2020 and Easter 2021
Laptops issued to students who had no access to IT facilities at home.	Ensure all students can access remote learning.	In the first lockdown lack of access to ICT resources was a major barrier to learning.	FN to identify families in need and provide ICT resources.	FN	December 2020 and Easter 2021
Rapid up-skilling of staff to support a quality remote curriculum via 'live lessons' and recorded lessons.	Give teachers the skills to improve the quality of remote learning.	In the first lockdown remote teaching skills started at a low base but steadily improved. As self-isolation will continue it is important teachers continue to develop this expertise.	RT to provide regular guidance and support with remote teaching. FN to ensure good practice across the school is shared and utilised.	RT and FN	December 2020 and Easter 2021
Focus was on positive communication with parents and students.	Ensure students remain positive and committed, while families remain supportive.	At times during the first lockdown some families became overwhelmed and disengaged. We want to ensure students feel able to succeed.	TS to set the tone, SLT to reinforce and support this	TS	Ongoing.

FSM lunches, food parcels, supermarket vouchers and uniform vouchers provided for families experiencing hardship.	Remove a major barrier to learning	Students without the right diet or equipment will be unable to access education.	RT to monitor provision and ensure support is provided as needs become apparent. The pastoral team will guidance on which families are in need	RT	Ongoing, and July 2021
Fortnightly contact from tutor with deliberate focus away from academic engagement and on well-being.	Ensure tutors are aware of the needs of their tutees.	As tutors will not be seeing their tutor groups in a daily registration they need another opportunity to make contact with their tutees.	HOYs to monitor and provide guidance to tutors on how to coordinate these sessions. ST to monitor work of HOYs	ST	Ongoing, and July 2021
Total budgeted cost:					£22600