

## COVID-19 Catch-up Premium Spending: Summary

SUMMARY INFORMATION			
Total number of learners:	907	Amount of catch-up premium received per learner:	£80
Total catch-up premium budget:	£72,560.00		

### Executive summary

The school was partially closed and the majority of learners were learning remotely from late March last academic year. Remote learning went well, 90% of learners engaged effectively with the provision, but it is no substitute for the in the moment, live teaching and feedback that occurs in classroom environments. As a result, we saw a slight dip in attainment during the summer term. The dip grew the younger the cohort in question and the more significant the literacy needs. Parents and learners were often doing their very best but the nature of the situation inevitably lead to the school needing a catch up strategy.

Key elements of the strategy:	Rationale/evidence
<b>Staffing</b> - additional staff were deployed in both the primary and secondary phase for one to one tutoring, mentoring and other interventions	High impact activities such as small group and one to one support are evidenced as highly effective in EEF research: <a href="#">COVID-19 Support Guide for Schools p7</a>
<b>Curriculum</b> - curriculum and phase leads reviewed and redrafted curriculum sequences to ensure all learners could catch up or recap in the classroom wherever possible	Tracking and redrafting the curriculum to adapt to need allows the school to tailor learning.
<b>Assessment</b> - our assessment strategy for the start of the school term was rewritten	Using both formative and summative assessments to establish the academic position was essential for targeted intervention. Please see the EEF's <a href="#">Assessing and Monitoring Pupil Progress summary</a>
<b>Teaching and learning strategies</b> - we adapted our processes to include renewed focus on content revision and knowledge acquisition	Increasing deliberate interleaving in the curriculum it is argued, increased learner's ability to retain new information long term. This is well articulated in Oakes and Griffin's The GCSE Mindset
<b>Intervention</b> - targeted and wide ranging, interventions included one to one support and tutoring, small group support and tutoring, enrichment clubs and lunchtime revision clubs	High impact activities such as small group and one to one support are evidenced as highly effective in EEF research: <a href="#">COVID-19 Support Guide for Schools p7</a>
<b>Extended School Day</b> - in order to facilitate additional support and targeted interventions as well as allow learners more time to catch up independently, the school day was extended by 30 minutes by shortening the lunch break.	In part this was out of necessity- the school site's playground and canteen were not big enough to allow everyone access to it whilst in bubbles and socially distanced. It is also a strategy supported by the EEF- see p9 of their <a href="#">COVID -19 Support Guide for Schools</a>

### Impact:

AP2 suggested the school was well on the way to closing any attainment gaps that had appeared. Rigorous assessments of attainment had been conducted across phases, included a full round of GCSE mock papers, to ensure we had a really clear picture of the recovery and we were confident before the last closure that we were on track to close any gaps and to maintain outstanding progress for all our learners.

**Summary of spending:**

Intervention/Cost	Value
Please note that all other costs (except resources) are costed from September to January (19 weeks) so these costs will increase.	
Contact and catch up calls	£ 4,057.83
EHAs	£ 850.01
Class support	£ 3,623.49
College transition	£ 2,584.84
Primary costs	£ 13,417.41
Staffing for full academic year	£ 49,195.00
Resources	£ 3,609.78
Total to December 2019	<b>£ 77,338.36</b>
Anticipated Government Funding	<b>£ 72,560.00</b>
Additional School spend to date	<b>£ 4,778.36</b>

Intervention/Resource	By whom	When	Additional Resources:	Impact/Evidence:
Strategic planning for the mitigation of the effects of COVID-19 on disadvantaged learners	CWo/JSt	Summer 2020	CWo/JSt time: Additional PP resources purchased:	School attendance was strong for the first two terms, sitting at 96% and significantly above national.
Recruitment of two additional teachers to reduce class sizes in EYFS/Year 1 and the salary implications of two additional primary teachers	SLT	Autumn 2020	Appointment Process	EYFS Positive progress being made across GLD. Rapid progress in PSED and C&L Continued focus on prime areas facilitated by additional staffing Year 1 Above national already in reading and maths Making good progress in writing, which continues to be a focus
Additional Year 2 SATs support for phonics/ English and maths	JP/KSm/RSI/HBe	September 2020	Dedicated spaces for use Staff members	96.7% pass in Phonics Screening Check. 49.2% making accelerated progress in reading. 52.4% making accelerated progress in writing.
1:1 reading support being carried out in all year groups.	Support Staff CTs	September 2020	Additional reading material purchased.	22.9% increase in learners at the expected standard or above in Year 1. 13.4% increase in learners at the expected standard or above in Year 2. 1.2% increase in learners at the expected standard or above in Year 3. 20.8% increase in learners at the expected standard or above in Year 4.
Additional reading assessment materials created to assess progress in reading on a 6 week basis.	KSm	September 2020	Cover to deliver tests	Learners are now clearly monitored to ensure that they are progressing through the reading stages.
Phonics and comprehension resources provided for learners to use at home.	KPa/KSm	September 2020	Reprographics Time Stationary packs	96.7% pass in Phonics Screening Check.
Online maths programme purchased (Times Table Rockstars)	CPa	September 2020	Login details sent home to parents	63.3% increase in learners working at the expected standard.
Support material (Twinkl Go and exercise books) to reduce gaps in learning for timetables.	JPa/KSm	October 2020	Exercise books Subscriptions	63.3% increase in learners working at the expected standard.
Appointment of Librarian (to support primary staff and provide additional time for interventions, to support secondary learners with independent study and act as academic tutor)	DRo	From Sept 2020	Librarian: Appointment process costs:	Effective opening of library provision to all learners, in spite of challenges presented by COVID
Appointment of Cover Supervisor (to cover subject specialists in secondary phase during catch up time, ensure high quality lesson covers and act as academic tutor)	DRo	From Oct half term 2020	Cover Supervisor: Appointment process costs:	Release of secondary specialists for intervention- which has supported positive progress including successful resit for 1/3 of cohort in English and data suggesting Y11 above national average for progress in the majority of subjects.
GL testing for Y7	GTr	October 2020	120 GL tests: Cover to deliver tests:	Accurate baselining possible to establish gaps.
Peer to peer tuition	JSt	From Sept 2020	None	Increased effectiveness of silent study provision in Y11- take up from over 36% of the cohort
Move to Knowledge Retrieval for Home Learning	Kwa	From Sept 2020	Folders and additional printing:	Supported increased focus on knowledge
Successful application and distribution of learner laptops to support disadvantaged	KSm Dataspire	From Oct half term	Administration time	Engagement continued to be strong from learners self-isolating
Additional cleaning commitments for additional rooms	FHe	On going		Limited the number of cases in school
Additional catch up sessions in secondary phase	CL/subject teachers	Sept-Dec Weekly		Positive progress including successful resit for 1/3 of cohort in English and data suggesting Y11 above national average for progress in the majority of subjects.
Wellbeing provision throughout lock down, over the summer and additional support in school	CHa	On going		Learners better able to access the curriculum. Over 900 one to one sessions completed over the course of Term 1 and Term 2