

# COVID catch-up premium report

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## COVID catch-up premium spending: summary

| SUMMARY INFORMATION            |         |  |        |
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| Total number of pupils:        | 832     | Amount of catch-up premium received per pupil: | £83.03 |
| Total catch-up premium budget: | £69,080 |  |        |

## STRATEGY STATEMENT

The school has identified particular priorities to support decision making and shape thinking about maximizing the spending of allocated funds;

- Supporting pupils who have been adversely impacted by lockdown and who are at the end of their secondary careers and due to undertake exams imminently. The school recognize the need to support these pupils as helping them to improve their outcomes will benefit their life chances and future opportunities.
- Identifying where pupils who have transitioned to secondary have done so without sufficient foundation skills in literacy and numeracy. These foundation skills serve as the key to developing understanding and the ability to absorb knowledge across all subject disciplines. As Alex Quigley states “reading will prove the master skill of school, unlocking the academic curriculum for our pupils.”
- Supporting pupils who have been adversely impacted by lockdown but who are not imminently impacted by phase defining examinations.
- Ensure the strategy and key areas of the catch-up spending plan are rooted in the best research and evidence, using the EEF to underpin approach. Our catch up plan is therefore defined by 5 key strands;
  - Supporting great teaching
  - Transition
  - Assessment and Feedback
  - Targeted support
  - Wider measures

## Barriers to learning

### BARRIERS TO FUTURE ATTAINMENT

#### Academic barriers:

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| A | Some poor attendance of disadvantaged pupils identified, whilst this has improved and strategies are in place to support disadvantaged pupils to attend more further work needs to be done in this area – this was also identified by Ofsted during their visit in February 2020. Undoubtedly, poorer attendance will impact on the progress made by individuals.  |
| B | Some pupils arrive at school not at ARE based on outcomes from their KS2 assessments. In the absence of externally validated SAT scores we have undertaken CAT tests and have established that 28.5% (based on CAT assessments, 19.4% from Teacher assessments) of our cohort appear to be working below the expected standard, which is in contrast to a proportion of 13.5% of the year 7 cohort last year across both Maths and Reading |
| C | Some pupils don't readily engage in reading outside of that required in class or for school. This means that pupils don't access a wide range of reading materials, styles of reading or texts to build their wider cultural capital or knowledge base.  |

### ADDITIONAL BARRIERS

#### External barriers:

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| D | Some pupils don't have access to the required technology to undertake remote learning should they need to self-isolate or during a period of closure for either a bubble or the school. We identified over 100 learners who would benefit from the gov't's laptop scheme but this didn't include families who are struggling despite not qualifying for pupil premium funding. |
| E | Some pupils experience difficulties within their home learning environment preventing them from engaging with learning outside of the school setting.  |
| F |  |

## Planned expenditure for current academic year

| Quality of teaching for all   |  |   |   |            |                            |
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| 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? |
| <p>Support one of the whole school CPD areas for the year – closing the reading and vocab gap – by sourcing training for key staff and key areas;</p> <ul style="list-style-type: none"> <li>• T&amp;L Team</li> <li>• CALS</li> <li>• Science</li> <li>• Maths</li> <li>• English</li> <li>• MFL</li> <li>• Humanities</li> <li>• Reading curriculum group</li> <li>• Form tutors</li> </ul> | <p>Enhance the skill base and knowledge for staff to deliver subject specific literacy skills.</p> <p>Success criteria;</p> <p>Opportunities for learners in all subjects to read subject specific material from a range of reading materials.</p> <ul style="list-style-type: none"> <li>• Evident in departmental planning</li> <li>• Delivery of reading curriculum</li> <li>• Delivery of form based reading activities</li> </ul> | <p>The NLT identify that different skills and approaches are required across subject disciplines. This is also identified by Alex Quigley in his book “Closing the Reading Gap”.</p> <p>We need to teach pupils how to become “expert” readers, understanding the key functions of reading including prediction and questioning whilst also developing the skills for disciplinary reading were learners can consciously identify the skills required across their range of subjects.</p> | <p>The staff will receive whole school staff training on teaching pupils to read whilst subjects across the EBACC will be provided with subject specific training in relation to literacy within their subject.</p> <p>Departments will then be provided with departmental CPD time to plan in opportunities for reading within their sequenced curriculum, sourcing the best resources and identifying the teaching that can be used to support the delivery.</p> <p>Both curriculum and delivery of the curriculum will be quality assured during key points within the planning phase and at the point of delivery from Sept 2021.</p> | JBW/JCS    | End of each term 2021/22   |

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| <p>Early career programme for newly qualified and ITT staff in school</p> | <p>Support the development of new to career staff following the disruption to their PGCE or NQT year during the last academic year.</p> <p>Success Criteria;</p> <p>Evidence of secure delivery through performance development reviews of staff engaged in the course and evidence of participants meeting the teacher standards.</p> | <p>The Ambition institute have worked closely with the school as part of our holistic CPD approach in recent years. The have an early career programme for teachers that runs in non-pandemic years. We recongised during interviews in the summer term that PGCE students this year missed valuable input I the second half of the year following closure. Therefore an enhanced programme for them to undertake in addition to our existing NQT programme and all staff CPD porgramme would serve to support them and subsequently the pupils.</p> | <p>The programme will be delivered by one of our successful middle leaders who is also a trained coach and part of our T&amp;L team; as a result they are used to not only delivering CPD but also putting together materials and supporting individuals within their coaching role. The member of staff also has a wealth of experience and successes to draw on in terms of practical application of aspects covered within the course.</p> | <p>SRP/JBW</p> | <p>Mid-year and end of the academic year.</p> |
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| <p>CPD accreditation</p> | <p>Engage staff in enhanced CPD opportunities for staff to engage in internal courses that have been accredited. Additional CPD, such as a middle leadership course, will not only enhance the skill set of the participant but improve the experience for pupils and the management of departments.</p> <p>Success criteria</p> <ul style="list-style-type: none"> <li>- Accreditation achieved</li> <li>- Number of staff enrolled</li> <li>- Transferability Trust wide</li> </ul> | <p>We have had a number of staff enroll on the NPQML previous but this has now been pulled as a course by the National College. We firmly believe there is a role for middle leadership development within a CPD offer.</p> <p>The school have successfully worked with middle leaders to drive forward improvements in culture, T&amp;L and curriculum at the school. This work was key to the school securing recent improvements recognized in the recent Ofsted report. The school feel well placed to develop an accredited middle leadership course to support the development of staff.</p> | <p>The school will work closely with TCAT partners to establish the needs of schools and the outcomes they'd like from such a course.</p> <p>The accreditation being accepted, would itself demonstrate that the course has been well planned for success.</p> | <p>AMN/JMC/JBW</p> | <p>The end of the academic year</p> |
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| <p>Maths Textbooks</p> | <p>Provide pupils with high quality work books that would provide a consistent experience across the Key Stages as pupils progress.</p> <p>Success criteria</p> <ul style="list-style-type: none"> <li>- Continued engagement in lessons as demonstrated by learning scores</li> <li>- Positive impact in supporting our remote offer and the continuing curriculum for those pupils who need to be absent.</li> </ul> | <p>High quality teaching is identified by the EEF in their guide to supporting school planning: A tiered approach to 2020 – 21 as a key strategy that positively impacts upon learning. The availability of resources to support planning and delivery is crucial to high quality teaching.</p> <p>They also identify that supporting remote learning is crucial and that planning for well implemented remote learning helps to foster independent learning. These resources not only support this planning but also require limited use of technology to engage with the work set, which can be an issue for some pupils.</p> | <p>The resources will be integrated in to the departments' curriculum in line with the school's policy on booklet use this year and remote learning plans.</p> <p>Pupil voice, staff voice and subject review QA processes will provide the forum with which to assess the impact to ensure effective implementation.</p> | <p>IMF</p> | <p>The end of the academic year</p> |
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| <p>Diagnostic Assessment</p> | <p>It is the intention of the school to undertake diagnostic assessments on three levels</p> <ol style="list-style-type: none"> <li>1) Attitudes to learning for those pupils transitioning to school and those about to undertake external assessments</li> <li>2) CAT tests for pupils joining the school to support our understanding of their abilities in the absence of SAT data</li> <li>3) Reading tests to ascertain the level to which pupils are operating in what is the most fundamental skill to unlock the curriculum.</li> </ol> <p>Success criteria;</p> <p>To identify aspects we can support pupils with both academically but also on a holistic basis.</p> | <p>The EEF identify diagnostic assessment as integral to support great teaching. Assessments are useful in supporting us to identify the impact of the global pandemic on pupils.</p> <p>The staff have been working hard already on integrating both summative and formative assessments that will provide information on pupil performance within subject areas.</p> <p>These wider assessments are being used to broaden the scope of our understanding of individual pupils.</p> | <p>The outcomes will be used across the school to inform staff who will be able to use this information to plan for their classes.</p> <p>The output will inform our follow up processes supporting those pupils where intervention is required to improve aspects.</p> <p>The PASS survey for Year 7 will give us an insight to pupils we don't yet know that well, whilst for Year 11 they'll give us a greater insight as to how the pandemic has impacted on pupils' mentality ahead of an extremely important year. This information can also be used to support discussions with parents.</p> <p>The information collected will be used to judge impact of interventions from starting points and will be referenced in QA process such as the RAP meeting to establish use by departments.</p> | <p>JCS/IMF/CALS</p> | <p>End of the academic year as the second lockdown disrupted some in school processes such as RAP and we changed assessment calendar for the year.</p> |
| <p>Total budgeted cost:</p>  |   |  |   |                     | <p>£14,000</p>   |



| Targeted support                                    |   |   |   |            |  |
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| 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?   |
| Saturday tutoring for Year 11 across EBACC subjects | <p>To support Year 11 pupils to improve chances of success where necessary across their EBACC subjects.</p> <p>Success criteria;</p> <p>Identified cohort show improvements in working grade across the year.</p> <p>Pupils value sessions.</p> | <p>The EEF in their guide to supporting school planning: A tiered approach to 2020 – 21 stated “When implementing tutoring it is important that pupils are provided with sessions over a sustained period....To be most effective, creating a three-way relationship between tutor, teacher and pupils is essential, ensuring that tuition is guided by the school, linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback....Tuition delivered by qualified teachers is likely to have the highest impact”</p> <p>“Tutoring interventions have been shown to be particularly effective for pupils who are lower attaining in comparison to their cohorts and for those from disadvantaged backgrounds. As such, tutoring can be used as a targeted catch-up strategy for particular pupils.”</p> | <p>We will undertake sessions with our own staff and, as identified by the EEF, ensure that sessions with those invited will be conducted over a sustained period. In this case 24 weeks.</p> <p>Assessments will be used to identify those in need of intervention and those in receipt will be monitored to judge impact and pupil progress.</p> <p>Pupils will be involved in the process with regular pupil voice activities.</p> <p>Using our own staff will mean there is not a need for pupils to build new relationships at what is a crucial time and will ensure sessions feed directly into the taught curriculum.</p> <p>We will monitor the proportion of disadvantaged pupils accessing the tutoring to ensure that we are doing all we can to provide enhanced opportunities to support success.</p> | IMF        | End of the academic year – these were disrupted as a result of an outbreak of cases in November and the second lockdown. |

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| <p>National Tutoring for pupils requiring enhanced intervention in year 7 -10</p> | <p>To support Year 7 – 10 pupils to improve their chances of success within key core subjects where concern regarding the impact of the pandemic has been identified.</p> <p>Success criteria;</p> <p>Identified cohort show improvements in working grade across the year.</p> <p>Pupils value sessions.</p> | <p>The EEF in their guide to supporting school planning: A tiered approach to 2020 – 21 stated “The evidence indicates that small group and one to one interventions can be a powerful tool for supporting pupils. High-quality teaching should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress. These interventions should be carefully targeted through identification and assessment of need and the intensity should be monitored.”</p> <p>“When implementing tutoring it is important that pupils are provided with sessions over a sustained period....To be most effective, creating a three-way relationship between tutor, teacher and pupils is essential, ensuring that tuition is guided by the school, linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback....Tuition delivered by qualified teachers is likely to have the highest impact”</p> <p>“Tutoring interventions have been shown to be particularly effective for pupils who are lower attaining in comparison to their cohorts and for those from disadvantaged backgrounds. As such, tutoring can be used as a targeted catch-up strategy for particular pupils.”</p> | <p>We will undertake sessions with qualified teachers from the National Tutoring Programme, endorsed by the EEF and as recommended by the EEF, ensure that sessions with those invited will be conducted over a sustained period. In this case the next 30 weeks.</p> <p>Assessments will be used to identify those in need of intervention and those in receipt will be monitored to judge impact and pupil progress.</p> <p>CALs will work closely with tutors to ensure that sessions link to the taught curriculum and the needs of pupils.</p> <p>Pupils will be involved in the process with regular pupil voice activities.</p> <p>Tutoring will be conducted in small groups of no more than 5 pupils.</p> <p>We will monitor the proportion of disadvantaged pupils accessing the tutoring to ensure that we are doing all we can to provide enhanced opportunities to support success.</p> | <p>Mid-year and then the end of the academic year.</p> |
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| <p>Staffing costs to deliver school based interventions for Year 7 pupils for those who are not ARE</p> | <p>To support Year 7 with their transition to secondary school and ensure they have adequate skills to navigate the rigors of Key Stage 3 and 4.</p> <p>Success Criteria</p> <p>Improvement demonstrated by pupils to a level that would be considered ARE</p> | <p>The EEF in their guide to supporting school planning: A tiered approach to 2020 – 21 stated “The evidence indicates that small group and one to one interventions can be a powerful tool for supporting pupils. High-quality teaching should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress. These interventions should be carefully targeted through identification and assessment of need and the intensity should be monitored.”</p> | <p>Regular presentations from the Transition manager who leads intervention at Year 7 to ensure that pupils are demonstrating improvement. Discussions around strategies implemented and those that are impactful.</p> | <p>JCS</p> | <p>End of the academic year as a result of the disruption to the year.</p> |
| Total budgeted cost:  |  |   |  |            | £40,000  |
| 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?   |

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| Purchase of Tassomai platform | Pupils engage in independent practice and retrieval activities to support their learning and/or preparation for external examinations across their core EBACC subjects. | <p>The EEF identify that pupils benefit from additional practice and that well planned remote leaning practices can be effectively combined with approaches to foster independent learning.</p> <p>Tassomai provides users with access to thousands of questions to not only practice but also support knowledge recall and retrieval practices.</p> <p>The platform supports interest by setting daily goals, tracking engagement and providing instant feedback.</p>  | <p>Departments will monitor the use, identifying those who don't use the resource.</p> <p>The departments will set specific areas of practice to support pupils and QLA following mocks will help to guide use.</p> <p>Identification through pupil and parent survey that 99% of all pupils would have the ability to access the platform. Support identified for those who couldn't access the site.</p> | CALS/DOLS | End of the academic year. |
| Purchase of reading books     | Pupils receive enhanced opportunities to read and there is an improvement in their reading/literacy ability and that they develop a wider vocabulary.                   | <p>“Beyond powerful personal experiences, reading will prove the master skill of school, unlocking the academic curriculum for our pupils” – Alex Quigley, Closing the Reading Gap.</p> <p>We need to ensure that pupils have a good level of literacy in order to be able to access curriculum content so vital to their development and understanding of what they study. Literacy skills enable them to access more complex content allowing they to enhance their understanding and therefore improve chances of success.</p> | <p>Staff will receive training across the year on how to “teach” reading, enabling pupils to master the skills to become expert readers.</p> <p>This training will then facilitate enhanced opportunities to read as part of the curriculum throughout taught academic sessions and specifically assigned reading sessions as part of their wider PD.</p>  | JCS/JBW   | Termly across 2021/22     |

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| <p>Purchase of Reading Reconsidered curriculum resource materials for reading curriculum delivery across 2021/22 to all pupils across Year 7 - 9</p> | <p>Dedicated resource materials support the delivery of the assigned reading curriculum time facilitating an improvement in their ability read more effectively, develop skills to become expert readers and support the building of a strong base of knowledge that increases pupil understanding of important ideas and concepts likely to be encountered in the future.</p> | <p>The curriculum has been designed by the Teach like a Champion team, lead by Doug Lemov, from their work documented in "Reading Reconsidered".</p> <p>The work is novel centric and the curriculum is text driven and as such the texts purchased as described in the previous action will be the vehicle for delivery of the curriculum.</p> | <p>The delivery of the reading curriculum will be monitored through our subject review process in the same way that other curriculum areas are subject to review.</p> | <p>JCS/JBW</p> | <p>Termly across 2021/22</p> |
| <p>Total budgeted cost:</p>  |  |   |   |                | <p>£12,000</p>               |