

COVID-19 catch-up premium report

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION

Total number of pupils:	225	Amount of catch-up premium received per pupil:	£145
Total catch-up premium budget:	£32 625		

STRATEGY STATEMENT

The research is clear that the pandemic has had a greater impact on students from disadvantaged backgrounds. Over 20% of our students are from disadvantaged backgrounds. The Education Endowment Fund research also makes clear that the most effective way of ensuring students can thrive academically is to provide quality teaching and learning in classrooms. Our focus has therefore been on continuing to develop our teaching and learning across the school. However we are also aware that our disadvantaged students will need more intense support than can be provided in normal lesson time. Therefore we have pursued a number of strategies to support their academic progress:

- Providing students with laptops, iPads and internet dongles so that they can access work at school and at home
 - Providing tutoring in English, Maths, and Humanities.
 - Developing a strong focus on reading across the curriculum
 - Promoting the teaching of metacognition
 - Providing targeted support for students struggling with their mental health
 - Developing engagement through providing authentic learning experiences
 - Promoting belonging through the House System
 - Promoting high attendance through forensic analysis of attendance patterns and targeted interventions
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- The overall aims of our catch up strategy is:
 - To reduce the attainment gap between your disadvantaged pupils and their peers
 - To raise the attainment of all pupils to close the gap created by COVID-19-related school closures

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Low reading levels and low levels of literacy
B	Gaps in knowledge because of lockdown and school closure
C	A lack of self regulation and behaviour for learning strategies

ADDITIONAL BARRIERS

External barriers:

D	Low attendance
E	Lack of devices to complete work at home
F	High levels of Mental Health Issues

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?
Provision of devices	Students can work at school and at home on their device and so the barrier of not being able to work at home is removed	Evidence of lockdown 1 was that over one third of our students did not have a device they could use to complete work at home. We provided as many as we could using our funds and government support focusing on disadvantaged students first. This experience meant that we felt there was a moral imperative to provide all students with a device. This has meant they can access their work at home and school.	Regular checks on devices and making sure that students have their devices and are using them. Regular checks on home learning completion.	AMK/DTH	Interim check in Feb 2022 and final check July 2022
Promoting Behaviour for Learning with Staff and students	Students develop specific thinking strategies to facilitate greater progress in all subjects as well as independence outside of the classroom. This in turn will lead to a reduction in the number of behaviour points for all students but particularly those who are deemed to be disadvantaged	Whilst behaviour across the Academy has improved dramatically, there is still work to be done on specific behaviour for learning. Many of our students struggle to regulate their own learning inside and outside of the classroom so, with a conscious effort on modelling and dialogic questioning (see EEF report on Metacognition), we want to see our students demonstrate our core values.	T&L briefings on a Thursday morning to focus on this within faculties. Learning walks and lesson observations will help to assure implementation as well as departmental and cross-MAT peer reviews of certain subjects	DTH/TGA/AMK/HoKS/HoF	Following the Assessment and QA Calendars
Focus on developing reading	Students become more fluent readers and make progress towards their chronological reading ages.	A significant number of students at KS3 have reading ages that are at least two years below their actual age.	Allocated time for Accelerated Reader in Years 7 and 8. We have introduced a whole school policy that says that new learning should be accompanied by robust reading	AMK	Interim check in Feb 2022 and final check in July 2022

			challenges/ tasks. Staff training has been provided on scaffolding reading tasks.		
Total budgeted cost:					£8 500
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?
English, Maths and Humanities KS3/4 Tutors	Work with TGA to identify and support those who need extra support and to ensure that any gaps in learning are filled with a real focus on PP students	Without intervention at KS3 students are not able to fully access the KS4 curriculum. Yr 7 and 8 students also missed a significant amount of face to face learning time while at KS2. In Key Stage 4, data shows that PP students are those making the least progress. Student voice shows that they found engaging in learning during lockdown the most challenging	The tutors will work on a rolling programme. TGA will have oversight of the impact of the tutors. The tutoring programme sessions are targeted at specific skills / students and changed regularly.	TGA	Every half term
Support for students struggling with Mental Health issues through the Well-Being Tutor and Counselling Services	Students are able to access lessons and learning as they have engaged with well being interventions where students' needs are triaged, supported and reviewed	A significant number of students (213) have reported mental health and well being concerns and issues since 2020. Lockdown, isolation and the social issues this present have led to an increase in both acute and serious mental health issues which has prevented learning, school attendance, concentration and focus. Disadvantaged families and students have experienced significant issues which have negatively affected MHWB and led to increases in anxiety, depression, self harm, social isolation DV and other MHWB issues.	Safeguarding and pastoral teams work closely to listen to and respond to need. Need is usually, but not always, identified within fortnightly Inclusion meetings and then these teams assess all MHWB concerns each meeting and refer for appropriate support. This support is then regularly reviewed with parents and outside agencies (where appropriate). Staff are updated regularly with MHWB updates.	DTH	Every half term
Total budgeted cost:					£23 500

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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?
Encourage a greater sense of belonging through the house system	The House system encourages a further sense of belonging. Weekly challenges, themed days, student leadership opportunities, allow students to experience success beyond the main curriculum and feel connected to wider experiences that the school offers such as active community involvement	<p>Students have experienced a period of restriction and some of the wider opportunities had not been possible, the house system provides additional opportunities to access wider cultural activities.</p> <p>Developing wider and coordinated student leadership will give greater opportunities to students</p>	<p>DTH to meet with House Leaders to plan the events for each term</p> <p>House Leaders will produce an assembly video each week to inform students of events and the league tables</p> <p>Evaluate student participation within house activities</p>	DTH/House Leaders	End of each term
Attendance Strategies	School attendance for all students is good and meets expected level. School absence is reduced and participation in school is increased	<p>Students have missed a significant period of time from school which has led to gaps in education.</p> <p>Disadvantaged areas have suffered higher rates of persistent absence</p>	<p>Weekly attendance tracking and reviewing leading to interventions to reduce absence/support learning in school</p> <p>Regular contact with parents to build effective relationships in order to target support</p> <p>Analysis of attendance trends and quick intervention to ensure gaps don't deepen too quickly</p>	DTH/HoKS/RC	
Total budgeted cost:					£1 275

ADDITIONAL INFORMATION

The Covid catch up money has been used to develop our offer in all the areas above. It does not completely pay for any of these and we have used the normal Pupil Premium funding and other funding to enable us to deliver all these developments. This means that we can review these areas at the end of this year and ensure that we continue to fund the most effective and successful strategies.