

COVID Catch-up Premium Report

SUMMARY INFORMATION

Total number of students:	854 (Year 7-11)	Amount of catch-up premium received per student:	£80
Total catch-up premium budget:	£68,320		

STRATEGY STATEMENT

Aim: To raise the attainment of all students to close the gap created by COVID-19 school closures.

Catch-up priorities:

- To tailor the curriculum and teaching to identify gaps in learning, prioritising key content and skills to ensure that students are prepared for what lies ahead.
- To provide extra-curricular academic interventions, delivered by teachers or tutors via small group tuition for individuals with wider gaps in learning.
- To implement wider strategies to promote student wellbeing, providing pastoral and emotional support.

Core approaches to address gaps in learning:

Teaching and Learning:

- Ongoing assessment, including formal and low stakes to identify gaps
- Adjust curriculum sequencing and delivery to ensure gaps, which are pervasive and relate to challenging and essential knowledge, are covered in normal lessons.
- Continue with the CPD priorities of Power of Expression, Power of Assessment and Power of Sequencing, adapted to fulfill the needs of students following school closure.

Academic interventions:

- Provide 'traditional' interventions during lunchtime and after school
- Provide tailored small group tuition
- Invitation to after school Supervised Study to help students organise and prioritise their workload.

Wider Strategies:

- Mentoring with Year 14 students
- Pastoral interventions and initiatives
- Wellbeing support from student Mental Health Champions and Welfare and Behaviour & Welfare Practitioner
- Wellbeing Recovery project for Year 8 students.

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Varying gaps in students' knowledge and skills across different subjects.
B	Varying engagement with teaching during lockdown.

ADDITIONAL BARRIERS

External barriers:

C	Some students struggle to organise and prioritise their workload and, as a consequence, fall further behind.
D	Some students lack confidence in their ability to catch up.
E	Anxiety from students and parents which can hinder student progress.

Planned expenditure:

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?
Subject Leaders to work with their teams to identify gaps in knowledge and understanding and prioritise, intervene and assess to ensure the gaps have been filled.	Most gaps are filled using the Excellence in Teaching model .	Prof. Rob Coe's work showed that when teachers tailor teaching to identified gaps rather than seek to re-teach all that the students have missed, students are able to attain as well as previous cohorts (research following Hurricane Katrina and the New Zealand earthquake).	SLT to monitor impact with linked departments.	DH	Every term
Total budgeted cost:			Part of routine PPA work by departments and does not incur a cost from the Catch-up fund.		
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?

Small group tuition	Increased student confidence and improved grades.	EEF Guidance suggests that small group tuition can add up to 5 months of progress. Evidence also shows that tuition should be explicitly linked to what is being taught in class.	Reports and feedback from students illustrate that tuition has had a positive impact on confidence and grades.	ND, OB and JG	Termly
Supervised Study	Increased rate of submission and increased student confidence.	ClassCharts data from the lockdown period suggest that a small number of students struggled to submit work. For those students who attended Supervised Study during lockdown, it significantly improved their completion rate.	Evidence of improved completion rates from ClassCharts and feedback from students and parents.	ND and SW	Termly
Total budgeted cost:					£66,780
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?
Mentoring with Year 14 students	Students feel well supported and know how to access support when needed.	Increased confidence from students and evidence from reporting data and ClassCharts engagement that the gaps are closing.	Feedback from students and evidence of improved academic performance.	ND and OB	Termly
Provide wellbeing and emotional support	Students feel safe in school, are well supported and anxiety is reduced.	One to one discussions and increased confidence from students and parents. High attendance and engagement of students at school. Year 13 Young Health Champions to support anxious students.	The Behaviour and Welfare Practitioner to meet with identified students to provide support and strategies and monitor the impact of the Young health Champions.	ZB and ND	Ongoing

Pastoral initiatives	Students are confident in their study skills and make good progress in their subject areas.	Phase Leaders to identify students for Supported Study. Path to Success and Steps to Success initiatives provide students with study skills and strategies. Contact parents and identify students who should attend Supervised Study. Lead the 'Raising Achievement Programme'.	Students' reporting data shows significant improvement in progress and ClassCharts data shows increased engagement with work set.	PA and DH	Ongoing
Total budgeted cost:			Most costs come from other budgets with £1,500 budgeted for mentoring from the Catch-up Premium.		

Summary Catch-up Grant allocation

Teaching and whole school	0
Targeted	£66,780
Wider	£1,500
Total	£68,280

ADDITIONAL INFORMATION

More information on the impact of small group tuition can be found via the EEF link:

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/#:~:text=Evidence%20indicates%20that%20one%20to%20one%20tuition%20can,twelve%20weeks%29%20appear%20to%20result%20in%20optimum%20impact.>

More information about the EEF's guidance report for the Catch-up Premium can be found here:

<https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme/covid-19-support-guide-for-schools/>