

# COVID catch-up premium report 2020-21

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## COVID catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	536	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£42880		

STRATEGY STATEMENT
<ul style="list-style-type: none"><li>• To look at students who have developed gaps either through disadvantaged which has been further widened by COVID or students who have been unable to sustain attainment levels during lockdown</li><li>• Booster teacher to work with targeted students identified by key subject areas as being behind expectations<ul style="list-style-type: none"><li>○ To reduce the attainment gap between your disadvantaged pupils and their peers</li><li>○ To raise the attainment of all pupils to close the gap created by COVID-19 school closures</li></ul></li></ul>

## Barriers to learning

BARRIERS TO FUTURE ATTAINMENT	
<b>Academic barriers:</b> (issues addressed in school such as low levels of literacy/maths)	
A	Gaps in knowledge that have appeared between March and July 2020 (as identified through assessments in Term 1)
B	Y6 – lower than expected working at levels in literacy and numeracy and the absence of SATS results to help teachers understand ability levels
C	Engagement with remote learning
D	Gaps in curriculum as identified by each head of subject/faculty
E	Readying the school for further home learning and preparing T&L strategies to support this
F	Gaps in careers and further education advice and guidance
G	Wellbeing: students adjusting to the new school routines and structures and any associated anxiety and safeguarding issues

ADDITIONAL BARRIERS	
<b>External barriers:</b> (issues which require action outside school such as home learning environment and low attendance)	
D	Attendance including high number of PA
E	Parental engagement with virtual learning and virtual parents' meetings

## 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?
Investment in teaching and learning strategies in the classroom to raise attainment – Associate to leadership to lead on the disadvantaged and high ability	Co-ordinated approach to strategies across the curriculum – improved attitude to learning grades which map across to improved attainment	<ul style="list-style-type: none"> <li>Guidance that all students receive a high-quality education</li> <li>Accelerated learning of missed content</li> </ul>	Monitoring from Inclusion and curriculum lead on SLT	ANI/AAS	Termly – December 2020 April 2021 June 2021
	All departments have adjusted their Curriculum planning	<ul style="list-style-type: none"> <li>Guidance that all schools should deliver an ambitious and broad curriculum</li> </ul>	Monitoring from Inclusion and curriculum lead on SLT	MHA	Termly – December 2020 April 2021 June
<b>Total budgeted cost:</b>					<b>£6396</b>
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?
Identified KS 4 group of Y11 – catch up for English	Student to close gap to target grades	Recommended in EEF 'COVID-19 Support Guide for Schools' – intervention support and one to one small group tuition	Quality assurance process of teaching and learning and regular data tracking	DPE/JPo	Termly – December 2020 April 2021 June 2021

Identified group of Year 7 students - catch up for English	Student to close gap to target grades	Recommended in EEF 'COVID-19 Support Guide for Schools' – intervention support and one to one small group tuition	Quality assurance process of teaching and learning and regular data tracking	DPE/JPo	Termly – December 2020 April 2021 June 2021
Identified group of Year 8 students – catch up for maths	Student to close gap to target grades	Recommended in EEF 'COVID-19 Support Guide for Schools' – intervention support and one to one small group tuition	Quality assurance process of teaching and learning and regular data tracking	DPE/JPo	Termly – December 2020 April 2021 June 2021
Catch sessions for Year 10 and 11 in English and maths taught by specialists -	Student to close gap to target grades	Recommended in EEF 'COVID-19 Support Guide for Schools' – intervention support and one to one small group tuition	Quality assurance process of teaching and learning and regular data tracking	DPE/JPo	Termly – December 2020 April 2021 June 2021
<b>Total budgeted cost:</b>					<b>£ 32,770.00</b>
<b>Other approaches</b>					
<b>Action</b>	<b>Intended outcome and success criteria</b>	<b>What's the evidence and rationale for this choice?</b>	<b>How will you make sure it's implemented well?</b>	<b>Staff lead</b>	<b>When will you review this?</b>
Attendance – increased monitoring and contact with home	Increased attendance and engagement in school	Recommended in EEF 'COVID-19 Support Guide for Schools' – Supporting parents and carers	Attendance statistics will show that the actions taken are having an impact on the attendance of vulnerable groups.	DPE/Pastoral Team	Termly – December 2020 April 2021 June 2021
Mentoring – academic mentoring of students	Improved engagement in learning and progress for vulnerable students	Recommended in EEF 'COVID-19 Support Guide for Schools' – Supporting parents and carers	ATL data and assessment data will show an upward trajectory in progress and attainment for vulnerable groups	DPE/Pastoral Team	Termly – December 2020 April 2021 June 2021

	<b>Total budgeted cost:</b>	<b>£3714.00 (cost of extra capacity in Pastoral Team)</b>
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#### ADDITIONAL INFORMATION (USED TO INFORM ASSESSMENT OF IMPACT)

- Internal assessment and ATL grades
- Staff, pupil and parent consultation
- Attendance records
- Input from pastoral team to monitor vulnerable students