



COVID-19 catch-up premium report

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	649	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£51,920		

STRATEGY STATEMENT
<p>Catch up priorities:</p> <ul style="list-style-type: none">• KS2 - low literacy and numeracy• Identifying learning gaps in KS3 and KS4 then use targeted intervention strategies to close these. <p>Approaches</p> <ul style="list-style-type: none">• Ensure gaps are fully identified using accurate and rigorous analysis of prior attainment.• Base line pupils in order to track strategies.• Target interventions specifically for gaps shown, using a mixture of small tutor groups/ form time/ extended school day <p>Aims:</p> <ul style="list-style-type: none">• To reduce the attainment gap between disadvantaged pupils and their peers• To raise the attainment of all pupils to close the gap created by COVID-19 school closures.

Barriers to learning

The following data sources were used to help identify barriers to attainment:

- › Internal assessment and reporting software
- › The EEF [families of schools database](#)
- › Staff, pupil and parent consultation
- › Attendance records
- › Recent school Ofsted report
- › Guidance from experts

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Low levels of literacy in KS2 coming in to KS3
B	Low levels of numeracy in KS2 coming in to KS3
C	Gaps in learning due to school closures

ADDITIONAL BARRIERS

External barriers:

D	Attendance
E	Access to IT
F	Disruption due to current isolating households

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?
Embed science of learning strategies	Consistent application of science of learning strategies to promote metacognition and self-regulation. Consistent approaches to formative assessment to identify gaps in pupils' knowledge	EEF strategies: <ol style="list-style-type: none"> 1. Metacognition and self-regulation 2. Feedback 	<p>Instructional Coaching model to improve consistency across all teacher in their application of the Science of Learning strategies.</p> <p>Staff CPD focus on key pedagogy and the research which underpins this.</p> <p>Staff monitoring programme will identify strengths and areas for development in this area.</p> <p>Pupils will have assemblies so that they understand the common language of the Science of Learning strategies.</p> <p>Staff will display the strategies in a consistent way so that they are consistently referred to through the college.</p>	NGI/JDE/DBI	Annually

Additional staffing hours in key areas of English/Maths and Science	To support small intervention groups	EEF strategies: 1. Reading comprehension strategies 2. Teaching assistant High quality intervention 3. Oral language intervention 4. Mastery learning 5. Small group tuition	Monitor the impact of reading intervention using a termly Accelerated Reader test. For pupils who are unable to access GRIT reading tests are used. Termly review of TA support with reading and speaking interventions using reading age data and performance report from Lexia. Numeracy age tested each term for pupils who have received numeracy intervention. Mastery curriculum led by member of staff KS3 data used to measure impact of this approach.	NGI/JDE	Termly
Associate Assistant Head in charge of whole school numeracy catch up	To design bespoke crossover intervention for Maths and science.	EEF strategies: 1. Mastery Learning 2. Small Group Tuition		JDE	
Catch-up sessions vocational subjects	Pupils should complete all outstanding work including units covered during COVID lockdown	EEF strategies: 1. Small group tuition 2. Extending school time	Timetabled vocational subjects given additional time during the half-term break to work with small groups of pupils. Parent will give consent and be notified about content covered.	NGI	
Total budgeted cost:					On-going
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?

<p>Use of data to maximize progress and attainment.</p>	<p>Gaps in progress will be identified quickly. Planned interventions will be put into place to attend to gaps in pupil knowledge.</p> <p>All intervention will be tracked and reviewed to identify which interventions worked for each individual child.</p>	<p>With a record of which interventions have been successful we can implement intervention which works for each child.</p> <p>EEF strategies:</p> <ol style="list-style-type: none"> 1. Small group tuition 2. One to one tuition 3. Teaching Assistant High quality intervention 4. Oral language intervention 	<p>Rigorous data analysis of prior attainment and clear identification of needs of pupils.</p> <p>Effective monitoring, tracking and intervention</p> <p>Subject leader team liaise with SLT – time given in departmental meetings to review tracked information.</p> <p>Proactive support staff engagement with academic progress of specific groups of pupils.</p>	<p>SLT NGI/DBI Subject leaders</p>	<p>Every four weeks</p>
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<p>Targeted literacy intervention</p>	<p>Pupils can read and write in line with their chronological age. For some pupils already above, they will maintain this level of literacy.</p>	<p>EEF strategies:</p> <ol style="list-style-type: none"> 1. Small group tuition 2. One to one tuition 3. Teaching Assistant High quality intervention 4. Oral language intervention 	<p>Reading age testing of all KS3 pupils and year 9 during English lessons. Discrete reading lessons for year 7.</p> <p>Lexia literacy programme for year 7 and targeted year 8 pupils.</p> <p>Support staff proactively support pupils using Lexia intervention materials.</p> <p>English department baseline writing in all year groups.</p> <p>Literacy from time reading and tier two vocabulary spelling tests for KS3 and year 9 on a termly rotation with numeracy.</p> <p>Guided reading withdrawal in form time with Learning Support.</p> <p>Additional literacy lessons for pupils with SEND.</p> <p>Period 6 Lexia club for years 7 and 8</p>	<p>NGI/SMC/JDE/</p>	<p>Termly</p>
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<p>Targeted numeracy intervention</p>	<p>Pupils are numerate in line with their chronological age. Where pupils are above this level of competency they maintain.</p>	<p>EEF strategies:</p> <ol style="list-style-type: none"> 1. Small group tuition 2. One to one tuition 3. Teaching Assistant High quality intervention 4. Metacognition and Self-regulation 5. Mastery curriculum 	<p>Use of QLA analysis to address weaknesses in maths lessons</p> <p>Pupils working below age related expectations timetabled with Numeracy TA</p> <p>Weekly Route 3 tutor withdrawal from class</p> <p>1:1 maths tuition route 1 tutor</p> <p>Numeracy form time activities led by the maths department run in rotation termly with literacy intervention.</p> <p>All pupils have a maths work book to support independent revision.</p> <p>Weekly meetings between maths staff and SLT to monitor and track success of interventions.</p> <p>Use of Hegarty maths to diagnose gaps then amendment of learning menus to suit individual needs at KS4.</p> <p>Weekly skills tests for KS3 to be completed as homework.</p> <p>Termly Numeracy age test for years 7 and 8 and any pupils receiving additional interventions to measure impact.</p>		
Total budgeted cost:					On-going
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?
Show my homework	To enable remote learning to take place if a child is absent. To set high quality homework which attends to gaps in pupils' knowledge.	EEF strategies: 1. Metacognition and self-regulation 2. Parental Engagement	PSOS will monitor the consistency/regularity of work set using tracker. Teachers will then assess work and track success using the same tracker.	NGI/DBI/SSC	Termly
Pastoral Support	To enable pupils to access school and all lessons. To support pupil mental health and well-being.	EEF strategies: 1. Mentoring 2. Parental Engagement	Bought in outside agencies to support pupils' attendance and to decrease persistent absenteeism. Identification of pupils by need to receive frequent mentoring either from staff, in school, or external agencies.	CCL/SSC/GDI	Termly
Total budgeted cost:					On-going

ADDITIONAL INFORMATION

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>