Balshaw's Church Of England High School: COVID-19 CATCH UP PREMIUM PLAN

Education Endowment

Total allocation of funding based on £80pp = £73,760.00

1 Teaching

Period 6 catch up All Year 11 students to receive an extended school day to mitigate the lost contact time with teachers during the partial closure.

Blended learning incorporating classroom teaching for those students present in school and online lessons for those isolating or shielding.

Focus on effective **teaching strategies** for a covid safe class rooms for example questioning techniques.

Creation of a high quality remote learning offer incorporating a variety of learning platforms i.e. Teams, Quizziz, Kahoot, GCSE POD etc. supported by a **Remote Learning Policy** in order to guide the provision of a quality teaching to all those students self isolating due to Covid.

SEND continuation of enhanced academic support for EHCP & K students in school, including further TA support.

Pupil Premium focus to ensure those students who are most likely to be adversely affected by the partial closure or any self isolation periods receive the greatest support.

High Quality **Professional Development** for all teaching staff to support high quality teaching & learning, including effective remote learning strategies and strategies to engage boys.

Investment in **GL Assessment** in order to accurately diagnose reading proficiency in Year 7.

Enhanced behaviour policy to support Covid safety measures.
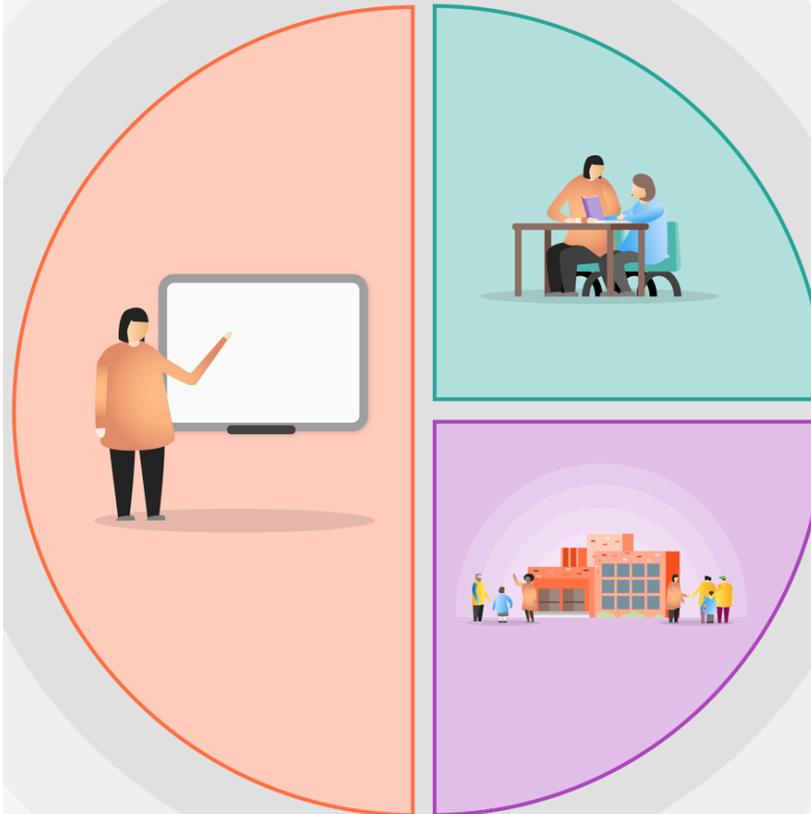
2 Targeted academic support

Academic Support Programme for students who are underachieving and who have fallen further behind during the partial closure.

Mental health support provided through House system and student support officer.

Pupil Premium Summer School for Year 7 new intake.

Welfare checks for children having to self-isolate.

3 Wider strategies

Providing a **learning environment** which is as covid resistant as possible, including separation of year group bubbles, extra hand washing facilities, hand sanitizer, use of face masks to reduce risk of students having to isolate.

Provision of **ICT access for disadvantaged students** who are self isolating, for example laptops and internet access, supported by an audit of students at the start of every track and trace.

COVID-19 CATCH UP PREMIUM PLAN

Problem (why)?	Intervention Description (what?)	Implementation Activities (how?)	Implementation Outcomes (how well?)	Final Outcomes (and so?)
What needs to change e.g. teacher behaviour, student behaviour, attainment?	What are the essential 'active ingredients' of the intervention? What activities and behaviours will you see when it is working?	How will it be done? What blend of activities are required?	How will you know that it is working? Do staff feel the approach is feasible and useful?	How will pupils, teachers and the school benefit?
The gaps in some student's knowledge and understanding have widened as a consequence of the partial closure and self-isolation. Some students did not engage fully in the online learning resources provided so that they could continue their learning at home during the partial closure.	Identification of the students who have fallen most behind their peers.	Audit of teaching staff to establish which students engaged the least with the online learning resources provided.	A clear picture and statistical analysis of which students are most at risk of further underachievement as a consequence of the partial closure of school.	Identification of which students have failed to engage in the online learning resources will enable the school to implement intervention strategies for the specific students that need these strategies the most, maximising the use of these resources.
The partial closure will have had a particular impact on disadvantaged students due to a lack of access and SEND students due to a decrease in the support available. Existing attainment gaps that exist within cohorts in the school e.g. male to female are likely to have been exacerbated by the pandemic.	Introduction of an Academic Support Programme – enhanced programme of support for those students which have fallen the furthest behind, providing students with mentoring and the catch up strategies they need and opening up effective lines of communication with parents and guardians in order to provide a coordinated home-school support programme.	Identified students to receive 3 home/school meetings over the course of a term with a designated CL and mentor. At each meeting the CL sets targets and identifies strategies to support intervention. Mentor (often a form tutor) reviews progress against the targets at a mid-point between the formal review meetings.	Feedback from all students teaching staff prior to the review meeting should show improved progress by that student across the board. The opinions of staff will be garnered at these points and feedback sought from those hosting the meetings to ensure that they feel that the programme is having the desired impact.	Catch up strategies and enhanced support will enable students to start to close the gaps in their knowledge and work more effectively.
	The School has recruited additional TA support to ensure	Recruitment and retention of increased number of Teaching	Feedback from staff regarding the performance of SEND students in these classes. Performance	Additional TA staff will facilitate better learning outcomes for SEND

	our SEND students have access to the extra help they need.	Assistants to support classes with SEND students, particularly Yr 7.	management and appraisal of additional TA staff.	students and support teaching staff in delivering high quality teaching and learning for all students.
	Introduction of Period 6 – extra teaching period for Year 11 to enable all those students in the final year of their learning the opportunity to make up for time lost from the classroom and face to face contact with their teachers during the partial closure.	All Year 11 students have been provided with an extra period on their timetable during the Autumn term. This period will include all their subjects on a two week rotation.	A general trend of improved tracking outcomes for Year 11. Feedback from staff and students. Increased outcomes in the end of year GCSE and vocational grades.	More teaching time allows staff to make up for time lost during partial closure on order to cover the course content.
	All Year 11 students to have access to revision guides.	Use of Covid catch up funding to provide revision guides to all Year 11 disadvantaged students, and a "how to get your best grades" CGP book for all Yr 11 pupils.	All disadvantaged students to have access to and be using the revision guides for their subjects. Usage to be monitored by subject teachers.	Provision of revision materials for all students will enable students to revise more effectively and should increase student attainment and boost the school's progress measures.
	Bedrock Vocabulary to improve literacy levels of all students in Key Stage 3.	Students in Key Stage 3 provided with access to Bedrock app in order to complete 2+ sessions per week as home learning.	Students understanding of academic vocabulary and tier 3 words will be enhanced enabling them to better understand academic language and express their ideas more fluently.	Students will achieve higher outcomes in class assessments and external examinations. Improvement in the profiency and comprehension, fluency of KS3 pupils.

	All SEND K & EHCP students have a pupil passport created for them. Parental engagement ensures that all stakeholders are involved in this process.	SENDCO completes review for all K & EHCP students and creates a passport based on their specific needs. This information is shared with staff via the school's systems and during spotlight briefings.	The progress of SEND EHCP & K students is regularly monitored and reviewed by the SENDCO and TAs including the effectiveness of identified support strategies.	Improved progress for SEND students – Progress 8 measures will be improved and at least in line with national averages over time, based on internal assessment, tracking data and examination results.
				Total Cost
				£42,963

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What needs to change e.g. teacher behaviour, student behaviour, attainment?	What are the essential 'active ingredients' of the intervention? What activities and behaviours will you see when it is working?	How will it be done? What blend of activities are required?	How will you know that it is working? Do staff feel the approach is feasible and useful?	How will pupils, teachers and the school benefit?
Students who are forced to self-isolate due to COVID-19 will miss classroom time in lessons with their teachers and peers. This could enable gaps in knowledge to be created without a strategy in place to bridge them.	An online platform which enables students to access the content online from home when isolating is required in order to prevent knowledge gaps developing.	Teaching staff will reproduce the content delivered in person in the classroom using a variety of platforms & technologies (such as visualisers) to create an online lesson to the same standard e.g. using classcharts, onedrive and teams.	Students who are unable to attend school due to self isolation will be able to access the knowledge they would otherwise have acquired in the classroom at home. This effectiveness of this will be evident to staff through completion and submission of work online, questioning, regular low stakes testing and assessments once the student has returned to school. Staff have utilised this approach during the partial closure and have been supported in this approach through CPD.	Students without gaps in their knowledge will achieve better outcomes than if they had developed gaps in their learning. This will benefit the students in terms of the achieved grades and the school through progress measures.
	Students may lack the resources needed to engage with home learning by their own means, school needs to resolve this by providing support.	Disadvantaged students to be provided with the ICT resources (laptops, internet access) required to access learning at home.	All students able to access the online learning resources available regardless of socio-economic background.	Students prevented from falling behind through access to online learning resources.
	Access to online learning platforms and students using those online platforms for home learning, particularly useful if in a lockdown/isolation situation.	School to continue to invest in online learning apps such as Bedrock Vocabulary, Tassomai, MyMaths, Quizzlet	Student usage to be monitored through the apps. Staff feedback on usage and impact.	Students are able to continue to learn through home learning, isolation and lockdown situations.

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	A remote learning policy has been implemented in school to ensure that all students receive a consistent high quality teaching delivery when they are learning from home.	AHT for teaching and learning and DHT curriculum to formulate a remote learning policy that sets out guidelines for teaching staff in setting remote work.	A consistent high quality approach across all remote learning lessons and activities for all students.	The gaps in learning created when students are isolating due to covid will be minimised, ensuring that all students have equal opportunity to make progress. This will improve attainment.
	Staff to receive high quality professional development opportunities to ensure teaching remains as effective as possible during the social distancing restrictions due to the pandemic.	Staff will be provided access to a variety of remote and in person training opportunities and instruction on how to use various remote learning platforms and to develop their practice in strategic priority areas, for example improving boy's attainment.	Staff able to use skills and knowledge developed through the professional development sessions in order to enhance their teaching.	Improved attainment of pupils as a result of enhanced delivery from teaching staff.

				Cost
				£1639

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Teaching in a socially distanced manner to prevent the spread of COVID-19 requires a different approach in the classroom to pre-covid favoured methods. Students absence from classroom during partial closure has also required them to make an adjustment to their return to the classroom.	Using research informed pedagogy to create a learning environment that provides the best possible conditions for learning within the constraints of a socially distanced classroom.	Use of low stakes quizzes, questioning techniques, interleaving, student whiteboards for responses. Teacher and pupil PPE and hand gel to minimise the risk of infection to minimise threat of infection.	Learning walks. Staff feedback. Pupil progress.	Student progress and attainment will benefit from the use of the most effective teaching strategies. This will benefit the school through improved progress measures.
Due to the inability of feeder primary schools to offer the KS2 SATs baseline assessments for our new intake were unavailable in order to accurately track progress and monitor effectiveness.	A method to accurately assess the starting points of new intake students is required in order to ensure that we understand their starting points and therefore deliver a curriculum appropriate to them.	The school will use a combination of CAT tests and GL assessments in order to establish a baseline for every new intake Year 7 pupil.	Each member of Year 7 will have an accurate measure of their current attainment in literacy and numeracy so that staff can effectively differentiate their teaching and school leadership can monitor progress over time.	Understanding the starting points of students is essential for monitoring the progress of students and the effectiveness of teaching, learning and intervention strategies.

Cost
£3,925

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Under the current threat of covid transmission the school needs to consider additional measures to ensure social distancing and sterilising contact surfaces, to minimise the risk of transmission, so that the need for self isolation and covid positive cases within the school community are reduced as far as possible.	School to put in place procedures and rules to ensure that as far as possible the transmission of covid is minimised. This will include amendments to the schools behaviour policy. This will ensure that staff, students and visitors are demonstrating behaviours which are in keeping with the recommendations in the DfE Guidance for Full Opening: Schools.	Parents and students will be kept informed of the schools procedures and rules regarding covid compliance via newsletters from the Headteacher, updates on the school website and staff instruction in school. The school has also invested in a range of products to minimise potential transmission of the virus, such as virucidal sprays, hand gel, extra hand wash points, plastic screens and dividers, PPE.	Student compliance with the policy. Low rates of transmission of the virus. Minimal self isolation due to transmission in school.	By ensuring that staff and students can stay in school as much as possible the potential for any student to be disadvantaged through missing learning will be reduced.
Students' mental health adversely affected by isolation, bereavement and worry relating to the virus.	Students presenting as being affected by mental health issues relating to the virus to receive support in school or sign posting to external agency support.	The school will use the pastoral system to support through form tutors with additional support from Heads of House for students in need of further support. Heads of House have the facility to refer to RKS as a further layer of intervention. Outside agency referral to be made if necessary. The school has also bolstered its pastoral provision through the recruitment of a Pastoral Support Assistant on order to increase capacity in this area.	Students feel supported and demonstrate resilience to the difficult situation presented by the pandemic.	Reduced lost learning through absence due to mental health/anxiety.
			Cost	
			£26,319	