



Longdendale
HIGH SCHOOL

LOCAL GOVERNING BOARD

Paper Title:	Headteacher Report to the Governing Board							
Purpose of Paper:	Decision		Scrutiny	X	Information	X	Note	

Date of meeting:	Thursday 21 st October 2021
SLT/Officer Lead:	Andrea Jones

Summary:	Evaluation of Covid Recovery Strategy Spend 2020-21
Information:	Evaluation of Covid Recovery Strategy Spend 2020-21
Action Required	Information for discussion

Catchup Premium Evaluation 2020-21

Strategy	Cost per unit	Total	Evaluation
Online learning packages to support all learners	Educake for English £800 Educake for science £800 Spellzone £300 Bedrock £1500	£3400	<p>English and maths 4+ improved from 56% in 2019 to 66% in 2021.</p> <p>English and maths 5+ improved from 41% in 2019 to 46% in 2021.</p> <p>English language - 4+, 5+ and 7+ outcomes were above the 2019 national figures and above the school targets.</p> <p>English literature - 4+ and 7+ outcomes were above the 2019 national figures and above the school targets. The 5+ level was also above the 2019 national figure, and just 1% below the school target.</p> <p>Spellzone has had a positive impact. Students use the programme to learn new words, their definitions and how to spell them. Across the last academic year, each student's average improvement in their spelling was 5% with the highest level of improvement for an individual student sitting at 63%.</p> <p>In September 2020, students were spending an average of 10.03 minutes per day on Sora but this has increased to an average of 31.59 minutes per day in May 2021. When asked if the school promotes reading for pleasure, parent voice showed a rise of 19% from September 2020 to July 2021, with 71% of parents answering positively. When asked the same question in a student voice, 77% of students agreed that we promote reading for pleasure, a rise of 34% from September. 69% of students also indicated that they enjoy the reading for pleasure opportunity at the start of English lessons (introduced in the summer term).</p> <p>Maths – 5+ and 7+ figures met school targets.</p> <p>Biology and physics – 4+, 5+ and 7+ outcomes were above the 2019 national figures and above the school targets.</p> <p>Chemistry - 4+ and 5+ outcomes were above the 2019 national figures and above the school targets.</p> <p>Combined science – outcomes demonstrated improvements from the 2019 outcomes at the 4+, 5+ and 7+ levels.</p>
Additional staffing appointments	Numeracy HLTA £13,786 Additional science teacher staffing for	£28670	<p>Maths – 5+ and 7+ figures met school targets.</p> <p>Biology and physics – 4+, 5+ and 7+ outcomes were above the 2019 national figures and above the school targets.</p>

	interventions £14,884		Chemistry - 4+ and 5+ outcomes were above the 2019 national figures and above the school targets. Combined science – outcomes demonstrated improvements from the 2019 outcomes at the 4+, 5+ and 7+ levels.
School contributions to the National Tutoring Programme	25% of the tutoring cost. My tutor £56.25 per learner for a block of 15 tutoring sessions, 1:3 ratio. 55 tutoring sessions needed for Year 11. 36 year 10 DA needing maths tutoring.	£3093.71 £2025 Total = £5118.71	Disadvantaged students were supported through the NTP (30 students in Year 10 (mathematics) and 30 students in Year 11 (with each student in receipt of two subjects from either English, maths or science). Attendance to this programme was a challenge due to COVID-19. Despite this, 10 students made a full grade of progress from their starting point.
Headsets for DA learners to access virtual tutoring through the NTP	51x £15.20	£775.20	Linked to above evaluation.
Longdendale High School Tutoring Programme	Cost for tutoring per hour is £22 Each learner to have 10 hours tutoring. 10x tutoring sessions at a cost of £22, plus 2.5 hours paid preparation time for tutors £275 for 10 sessions for up to 3 learners	£275 x 10 = £2750 (Yr11) £275 x 10 = £2750 (Yr10) Total = £5500	Non-disadvantaged students have been supported through our Longdendale Tutoring Programme (30 Year 10 students had been identified as in need of tutoring owing to current underperformance in a subject, tutoring will be specific to the subject they are underperforming in) which will commence when students return to school. The tutoring took part over summer term 2021. The majority of students accessed two hours a week over a five-week block. A smaller number accessed one hour a week over ten weeks. Tutoring was offered in the subjects of science, art, maths, food technology and Spanish. The impact of the tutoring was highly positive.

			<table border="1"> <thead> <tr> <th>Subject</th> <th>Progress</th> </tr> </thead> <tbody> <tr> <td>Science</td> <td>66% students improved by 1 grade 33% students improved by 3 grades</td> </tr> <tr> <td>Art</td> <td>100% students improved by 1 grade</td> </tr> <tr> <td>Maths</td> <td>100% students improved by 1 grade</td> </tr> <tr> <td>Food Technology</td> <td>50% students improved by 2 grades 50% students improved by 1 grade</td> </tr> <tr> <td>Spanish</td> <td>100% students improved by 1 grade</td> </tr> </tbody> </table>	Subject	Progress	Science	66% students improved by 1 grade 33% students improved by 3 grades	Art	100% students improved by 1 grade	Maths	100% students improved by 1 grade	Food Technology	50% students improved by 2 grades 50% students improved by 1 grade	Spanish	100% students improved by 1 grade
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Academic Mentors in Maths, Science, Humanities and MFL	Through Teach First and the government programme these are fully funded but school pay the 'on-costs' associated with their employment. Mentors will work with small group and individual learners to provide personalised, targeted intervention to support accelerated progress and curriculum recovery in key subject areas	£5280	As the Teach First programme was unable to supply us with any academic mentors, instead we invested in our own additional member of science staff to support our students. Biology and physics – 4+, 5+ and 7+ outcomes were above the 2019 national figures and above the school targets. Chemistry - 4+ and 5+ outcomes were above the 2019 national figures and above the school targets. Combined science – outcomes demonstrated improvements from the 2019 outcomes at the 4+, 5+ and 7+ levels.												
Revision materials and study resources		£2000	KS4 outcomes demonstrate improvements in our key headline measures, demonstrating that students' development of detailed knowledge and skills is improving. Our TAG process was												

			<p>rigorous, using exam board assessments with mark schemes and grade boundaries that were completed in exam conditions.</p> <table border="1"> <thead> <tr> <th>Key measure</th> <th>2019</th> <th>2021 (TAGs)</th> </tr> </thead> <tbody> <tr> <td>English and maths 4+</td> <td>56%</td> <td>66%</td> </tr> <tr> <td>English and maths 5+</td> <td>41%</td> <td>46%</td> </tr> <tr> <td>EBACC 4+</td> <td>14%</td> <td>39%</td> </tr> <tr> <td>Attainment 8</td> <td>44%</td> <td>48%</td> </tr> </tbody> </table>	Key measure	2019	2021 (TAGs)	English and maths 4+	56%	66%	English and maths 5+	41%	46%	EBACC 4+	14%	39%	Attainment 8	44%	48%
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<p>SISRA data tracking system to support the accurate tracking and monitoring of all learners at individual, subject and whole school level to support intervention planning and identification FFT Aspire to support with target setting in line with prior attainment and national expectations</p>		<p>£1,495 + £500 £450 – training for staff on the new systems</p> <p>£1,442 £500 training</p>	<p>All staff have been trained in the strategic use of the data analysis platform SISRA so that teaching staff can analyse their data against in school data and national data, to determine target groups of students for timely and effective teacher intervention. Staff can use the relevant data to monitor progress, set targets and plan subsequent lessons. All curriculum areas have intervention strategies in place which outline the systems of intervention and additional support available for those students who fall behind with their learning and progress. 98% of staff are now confident in using SISRA and can understand the positive impact it will make to analysing student outcomes.</p> <p>FFT has been used to support the target setting process to ensure challenging and realistic targets are set for all students in all year groups across subject areas.</p>															
<p>Literacy and numeracy interventions previously funded by the Literacy and Numeracy catchup premium.</p>		£12,000	<p>English and maths 4+ improved from 56% in 2019 to 66% in 2021. English and maths 5+ improved from 41% in 2019 to 46% in 2021. English language - 4+, 5+ and 7+ outcomes were above the 2019 national figures and above the school targets. English literature - 4+ and 7+ outcomes were above the 2019 national figures and above the school targets. The 5+ level was also above the 2019 national figure, and just 1% below the school target. Maths – 5+ and 7+ figures met school targets.</p>															
		Total =	£67,130.91															