

# COVID-19 catch-up

## COVID-19 catch-up premium spending: summary as of January 2021

SUMMARY INFORMATION			
Total number of pupils:	1523	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£121,840		
<i>Number of Disadvantaged Students:</i>	253	<i>Amount of PP Funding</i>	£241,615

## STRATEGY STATEMENT

There is a lot of inflammatory talk about the time “lost” to students in school. We know that this period will impact children in different ways. It is also statistically more likely to damage the outcomes, and therefore opportunities in life, of the most vulnerable students. We also know that one area of weakness at LSA was an inequality in experience between PP and NPP. So much has been achieved in recent years to put this right, but this break in routine will exacerbate problems.

### WE HAVE ACCEPTED THIS AND WILL FIX IT.

As a school, we want to avoid language like recovery and catch up. They imply that the progress of children is so lineal that a simple intervention will bring a child up to speed. This does not take into account depth or application. Curriculum Leaders have created excellent models of their curriculum, detailing what they want to deliver, when and why. The curriculum, both knowledge and skills, matter at LSA. However, there is no escaping that we are now looking at a different “model” in which to implement our curriculum. There has been a chunk of time taken away and decisions need to be made at dept level about what this means.

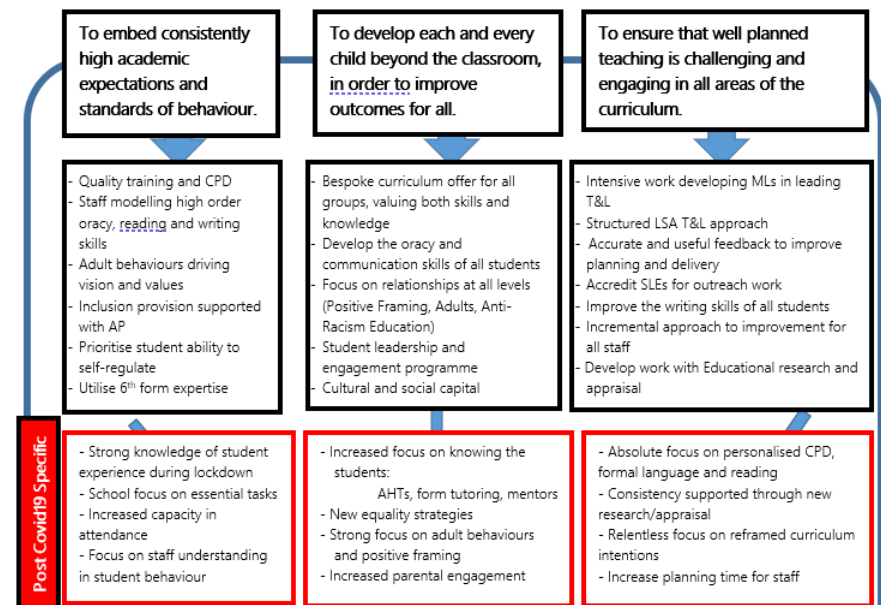
The school will ensure that the highest standards of pastoral care, teaching, learning and behaviour in school so that teachers are able to diagnose, evaluate and then deliver excellent teaching.

On return from lockdown, there will be a long term focus on diagnostic testing, fluid teaching practices, student speaking and communication skills.

The school will continue to work towards its mission: **To improve outcomes for all students, ensuring that those affected by disadvantage share fully in the school’s success.**

We will do this through the belief and adherence to the school values of aspiration, endeavour, integrity and respect.

The Covid Catch Up strategy sits within the overall school development plans, constantly and consistently addressing three key areas (shown in the plan)



## Barriers to learning

### BARRIERS TO FUTURE ATTAINMENT

#### Academic barriers:

A	Literacy skills, in particular the need to revisit academic/disciplinary language
B	Communication skills and expectations of all students, in order to improve speaking for writing
C	Inconsistent knowledge coverage in all subjects over lockdown
D	Low level disruption disproportionately impacting the learning of the most disadvantaged

### ADDITIONAL BARRIERS

#### External barriers:

E	Attendance and punctuality of students (especially moving forward with isolation etc)
F	Availability of resources for academic study and extended learning
G	Engagement and support with home
H	Breaking the cycle of low expectations for disadvantaged students at all levels

## 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?
Improved CPD provision by embedding research based appraisal for all staff	Teachers will take responsibility for their development	The school has a long history of underperformance for disadvantaged children. Even when results for the school have improved, it has not been an equal spread.	Structured appraisal cycle. Support of SLT to ensure understanding and time is given.	RBA/ DDE	Summer 2021
Ensuring high quality line management and support for all curriculum areas	Curriculum leaders able to ensure the best possible delivery of their subject curriculum	Therefore, a decision to prioritise the skills of all teachers, with a specific focus on literacy has been adopted.  The improvement in expectations, behaviour and teaching will impact the disadvantaged students more.	Systems driven from all levels to ensure quality teaching and behaviour, through regular meetings.	GCL/SCA/TCU/DDE	Summer 2021
Maintain blended learning models to support work of most disrupted learners	Allow all students to either revisit learning or for others to access missed learning for reference	<i>EEF Guide to the Pupil premium, EEF, June 2019</i>  <i>Improving Literacy in Secondary Schools, EEF, July 2019</i>	Ensure CPD Teams, whilst allowing a blended model to underpin the curriculum. Regular student feedback.	DDE/JHO	Monthly
Increase in low-stakes testing as part of continuous formative assessment	Low stakes tests will form part of the overall diagnostic approach to teaching		As per the curriculum implementations, HoDs will review impact at termly LM meetings	DDE	Termly, through to Sep2021

Increase in SLT level support within each year group, focusing on academic intervention	This keeps academic progress central to the student development		Develop 3 AHTs, through NPQSL to lead	RBA	May 2022
Total budgeted cost:					£16,840
<b>Targeted support</b>					
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?
Donation of laptops to students without online access	All students will be able to access a blended model of learning through a larger screen device	The EEF are clear that quality intervention can reduce the achievement gap. The funding available for the NTP will ensure that we access this remotely.	Survey of student devices Dedicated SLT role to distribute DFE devices	JHO	Ongoing  June 2021
Use of NTP to target PP students in year 10	Ensure all PP students are able to have gaps plugged	It is important to get the balance right between pastoral mentors (supporting students to access the curriculum) and academic mentors (aimed to identify and fill knowledge and skill gaps)	AHTs (Yr10/11) to identify providers Data analysis of students to identify needs	AND/JHO	July 2021
Use of internally appointed mentors to support the return to school	Ensure all students who have been impacted by Covid are able to return to the classroom	<i>EEF Guide to the Pupil premium, EEF, June 2019</i>  <i>Maximising the Effectiveness of TA, UCL,</i>	Application and interview process for 10 mentors Monthly review meetings to assess progress/attendance of students	AND	July 2021

Increase year 9 access to Accelerated Reader	Ensure that an momentum gained with increasing reading in yr8 was not lost over lockdown.	<p><i>Spring 2017</i></p> <p><i>Nurture Groups in secondary Schools, Colley D, 2009</i></p>	Link between library/aspiration team and English dept. AR reports to show progress	GCL	December 2021
Total budgeted cost:					£50,000
<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>
Increased access to parents via virtual platforms (ie parent evening online)	Ensure that all parents have a supportive conversation with school	<p>The quality of on-line provision for many students was high. Written work has shown the majority of students have performed well and are in line with expected progress.</p> <p>However, in order to create the best possible environment we need to focus on parental engagement and meta cognition. The EEF are clear that there are benefits, but are less clear around the exact approach</p>	<p>Research providers</p> <p>Discuss with other schools/users</p> <p>Survey staff and parents re requirements</p> <p>Process of evaluation/review</p>	TCU	<p>Ongoing</p> <p>June 2021</p> <p>(parental survey)</p>
Increase reporting home to take account of attitude	Ensure an embedded culture of diagnostic teaching in every subject	<p>Although the association between parental involvement and a child's academic success is well-established, evidence in our <a href="#">Toolkit</a> suggests that there is surprisingly little robust evidence on which approaches are most effective in improving parental engagement, particularly for disadvantaged families.</p> <p>(<a href="https://educationendowmentfoundation.org.uk/school-themes/parental-engagement/">https://educationendowmentfoundation.org.uk/school-themes/parental-engagement/</a>)</p>	<p>Parental survey</p> <p>Clear policy shared with everyone</p>	TCU	July 2021
Increase rewards for school value behaviours	Create a culture that celebrates positive behaviours		<p>Monthly review/analysis</p> <p>Review rewards by student groups</p> <p>Behaviour reports to FGB</p>	RJO	July 2021
Online transition process for year 6 to 7, with a focus on metacognitive skills	Year 7 students succeed with strong learning habits		<p>Review 2018-20 transition process</p> <p>Review current yr 7 through survey and observation</p>	RJO/NBA	October 2021

Improve quality of student's intervention experiences through overstaffing 2021-2023 (ie intervention by teachers)	Knowledge gaps are identified quickly and filled.		Clear capacity given to HoDs, with intervention schedules drawn up to meet school priorities	RBA/DHTs	November 2021
Total budgeted cost:					£55,000