

COVID-19 catch-up premium spending: summary – November 2020

SUMMARY INFORMATION			
Total number of pupils:	90	Amount of catch-up premium received per pupil:	£240
Total catch-up premium budget:	£21,600		

Strategy Statement

As a school we are only too aware of the negative impact of Covid -19 school related closure on both the learning and wellbeing of our students. In response to this we have drawn up a catch up premium strategy that we believe will addresses our major concerns.

Main priorities

Attendance

Learning and attainment/progress levels

The safety and wellbeing of all students,

Aims and associated approaches

Attendance – to maintain good levels of attendance and to intervene when attendance is poor or becomes a concern due to changing attendance patterns of individual students. This will be monitored by our attendance coordinator and her assistant who will follow due procedure in this area and intervene when necessary with phone calls home and ‘distanced’ home visits.

Attainment - to maintain high levels of engagement across the curriculum in order to close the gap, especially so for those students whose progress was a concern prior to the pandemic. Our intervention will initially focus on those students who are currently demonstrating the greatest gaps between targeted outcomes and actual current performance and those students who on entry were identified as already ‘behind’ and in need of catch up in the core areas of Math and English. The programme is being delivered by our own staff and a supply teacher who is

covering a maternity leave. The National Tutoring Programme is also being offered to our students and positively promoted amongst our year 11 students.

Wellbeing – in an attempt to ensure student safety and wellbeing, regular contact is made with all families/carers. This will be facilitated through the creation of a home calling team who will connect twice weekly with all families/carers and will operate alongside a mentoring service for all students in need of support. Attendance on the main site will be offered to the most vulnerable and at-risk during periods of lockdown. Outdoor visits to our outdoor learning zone at Harwes Farm will also be a feature in the summer term.

Barriers to attainment	
Academic barriers:	
A	Poor attendance/engagement levels
B	Low literacy levels as identified through our induction assessment process and our most recent Ofsted report Jan 2019
C	Low levels of numeracy as identified through our induction assessments.

ADDITIONAL BARRIERS	
External barriers:	
D	Home learning environment– uncondusive to home learning due to poor ICT infrastructure/poor access to devices
E	Low levels of attendance
F	Low levels of social emotional wellbeing

Planned expenditure for current academic year

Teaching and Learning whole school strategies			
Action	Intended outcome/success criteria	Staff lead	Associated purchasing costs/staffing costs
Staff CPD – Teams training for all staff in the area of live remote teaching and learning.	All staff(teachers, TAs and mentors) to be competent in live remote T/L skills, to include; the setting up of meetings, the uploading of materials to the platform, managing inappropriate behavior of students in attendance and the editing of worksheets and feeding back to students via the Teams platform.	JD, AA, SP AA	2 laptops for staff use in this area. £690 Training course £45
To promote listening skills through the creation of an online audio library which can be accessed from home and built into the curriculum at school.	Students learn to enjoy books more and engage with story lines and factual information. To develop students listening skills. Engagement levels and interest is seen to improve.	SM/LA	15 sets of headphones £260
To promote reading skills through the purchasing of Accelerated Reader and associated books.	Students to actively engage in reading and feel a sense of achievement through improved reading skills.	SM/SB	Purchasing of Accelerated Reader and Star Reader renewal. £2,222.25
To renew the school's Star Reader license so that reading progress can be measured over time.	Twice yearly assessments evidence 80% of students demonstrate an improved reading age over the course of a year	AB/AM/AS/ KE	Plus the purchasing of appropriate books for the accelerated reader programme. £500

<p>To purchase the Bedrock Learning Programme as a literacy tool. To narrow the word gap between students and to make students more word savvy.</p> <p>To purchase, Mathswatch, an online math programme that allows for the development of fluency across a range of skill sets</p>	<p>Twice yearly assessments evidence 80% of students demonstrate an improved reading age over the course of a year</p> <p>Targeted sessions to be set for individual students based on gaps in learning and areas in need of 'skilling up'. Assessment against end points demonstrates 80% of students who engage with the programme evidence improvements in terms of their movement from novice to secure.</p>	AA/SP	<p>Bedrock programme £1,093.00</p> <p>Mathswatch programme £375</p>
Targeted approaches			
<p>Implement a Covid catch up programme that allows for 1:1 catch up tuition in Math and English (and science for interested parties) To be delivered by school staff/ supply teacher covering for a maternity leave.</p>	<p>Progress towards securing identified end points is evident in 80% of cases.</p>	PB/AA/JD	£2,587.00
<p>National Tutoring Programme offered to students as targeted intervention</p>	<p>Impact of tutoring on the 2 year 11 students who have engaged with the programme is seen in improved grades in assessments.</p>	PB	£265.00

Wider strategies			
Appointment of supply TA to support student behaviour and wellbeing (November to February.)	Behaviour and wellbeing improvements evidenced in reduced consequences	SM/PB	£7,018.00
Appointment of a support attendance officer to help improve attendance and engagement with live remote learning.	Attendance improvements seen over time to reach the national average for short stay schools (65%), which represents an increase of 10%	MY/AC	£2,280.00
Rewards – WHS vouchers for improved attendance/excellent attendance and attitude to learning and progress.	Attitude to learning improvements seen and verified by an improvement in behavior/attitude to learning/attendance figures over time.	SM/LA	WHS vouchers £500.00
Supporting home learning by Improving access to devices and the internet	All students have access to live remote learning sessions either through devices at home or in school.	SM	£1,035.00
Paper work packs to meet the needs of all students.	Personalised learning preferences during lockdown met at the request of one family for a paper approach to learning.	JD/SP	Ink and paper £ £46.30
Wellbeing and mental health check- up programme.	Each student contacted twice weekly by a member of the calling team. Wellbeing and learning discussed with families/carers with any arising issues discussed and addressed.	JW	1 mobile phone £58.30 3 SIPS £426 required for staff working from home
Promotion of wellbeing through outdoor visits to Harwes farm in the summer term	All students to access at least one 'wellbeing' trip to our outdoor learning centre with mentors and key worker staff.	PB/GC	£ 2,250.00 (£150 per day x 15 days)
Total expenditure			£21,604.55

Mrs Sandra McKenna