**Catch-Up Premium Plan**

**Walton-le-Dale High School**

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| **Summary information** |  | |  |  |  |
| **School** | Walton-le-Dale | |  |  |  |
| **Academic Year** | 2020-21 | **Total Catch-Up Premium** | £ 61,520 | **Number of pupils** | 777 |

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| **Guidance** | |
| Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those that are hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.    Schools’ allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11.    As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools’ baselines in calculating future years’ funding allocations. | |
| **Use of Funds** | **EEF Recommendations** |
| Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on [curriculum expectations for the next academic year.](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-3-curriculum-behaviour-and-pastoral-support)  Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.  To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a [coronavirus (COVID-19) support guide for schools](https://educationendowmentfoundation.org.uk/covid-19-resources/covid-19-support-guide-for-schools/#nav-covid-19-support-guide-for-schools1) with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way. | The EEF advises the following:    Teaching and whole school strategies  ⮚ Supporting great teaching  ⮚ Pupil assessment and feedback  ⮚ Transition support    Targeted approaches  ⮚ One to one and small group tuition  ⮚ Intervention programmes  ⮚ Extended school time    Wider strategies  ⮚ Supporting parent and carers  ⮚ Access to technology  ⮚ Summer support |

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| **Identified impact of lockdown** | |
| **Literacy** | In early November reports were taken from English teachers and progress compared with the previous reports (prior to lockdown in March). A number of students were identified who have made less than expected progress. |
| **Numeracy** | In early November reports were taken from Maths teachers and progress compared with the previous reports (prior to lockdown in March). A number of students were identified who have made less than expected progress. |
| **Curriculum** | There are now significant gaps in knowledge and skills across the curriculum for a number of students within each year group. Whole units of work have not been explicitly taught meaning that students are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. Practical skills have been particularly affected, with most students not having the resources and facilities to develop and hone critical skills, particularly in subjects such as design technology, music and PE. Students have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments.    Addressing these gaps is particularly urgent for our current Year 11 students, who have not been in school for over 4 months of their GCSE courses.    During this term, a significant number of students are having to self-isolate, further widening gaps in knowledge and understanding.  Year 7 – 452 sessions missed due self-isolating  Year 8 – 1269  Year 9 – 1895  Year 10 – 931  Year 11 - 3774 |
| **Emotional**  **Wellbeing** | There has been a large increase in reported safeguarding issues ranging from instances of serious abuse and domestic issues to a massive increase in issues surrounding mental health with students. We have a large number of students on the counselling waiting list and the list of students in need of counselling support is increasing faster than we can see the students. This is linked to large delays in appointments with outside agencies meaning we have to deal with issues in school.  We have added additional support across all areas of the school but the pandemic has had a profound effect on emotional wellbeing |

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| **Planned expenditure -** The headings below are grouped into the categories outlined in the Education Endowment Foundation’s coronavirus support guide for schools) | | | | | | |
|  | **Interventions funded out of Pupil Premium Budget are in BLUE, Interventions funded out of School Budget are in BLACK** | | | | |  |
| **i. Teaching and whole-school strategies** | | | | | | |
| **Desired outcome** | | **Chosen approach and anticipated cost** | **Impact (once reviewed)** | **Staff lead** | **Review date?** | |
| Supporting brilliant teaching:    Where required, subject and lesson level planning will be completed with consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced. Emphasis will be placed on the teaching of threshold concepts and techniques to support memory and learning (retrieval | | Ongoing work within departments and subject areas.  **COSTS**  Staff time – covered by budget |  | RLO | June 2021 | |

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| practice, interleaving, avoidance of cognitive overload, etc). |  |  |  |  |
| Teaching assessment and feedback    Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments. | Regular opportunities built into lessons and homework to establish gaps in learning – low stakes testing, mastery techniques, etc. Hegarty Maths and Bedrock    **COSTS**  Staff time – covered by budget |  | JWI | Feb 2021 |
| Support remote learning    Teachers will be supported, both through training and the purchase of relevant software and hardware to ensure effective remote learning for students absent from school due to the need to self-isolate. | **CPD provision:**  Best practice to be shared via CPD sessions such as Top Tips and Teaching and Learning weekly update.    A range of software packages are in place to enhance our remote learning experience – Doddle, Hegarty Maths, Bedrock    All teaching staff are provided with laptops through the main school budget.    **COSTS**  Staff CPD time – covered by budget  Bedrock £17000  Headphones for desktop computers £300  Laptops – covered by budget |  | RLO | Apr 2021 |
| Transition support (KS2-3)    Year 7 students to be fully settled into school and making appropriate progress. | CAT tests to be used as a basis for analysing progress made (taken in September). Initial Year 7 reports into their attitude to learning in the first term to be analysed and cohorts identified whose attitude to learning is not conducive to the best possible progress being made.  Analysis of Year 7 tracking during the second and third terms used to identify students in need of academic intervention.  **COSTS**  Staff time – covered by budget |  | RLO | Jun 2021 |
|  |  | **Total budgeted cost** | | £17300 |

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| **ii** | **. Targeted approaches:** | | | | |  |
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| **Desired outcome** | | **Chosen action/approach** | **Impact (once reviewed)** | **Staff lead** | **Review date?** | |
| **Years 8 & 9**    Appropriate progress is made by the identified students (using the school reporting system based on published progress ladders). This is particularly the case for English and Maths but applies across a wider range of subjects. | | Mentoring and intervention in small groups  Resources provided by departments  Focus on identified gaps, motivation and work completion.  Costs:  Addition intervention staff: 4 days per week for 2 terms: Using supply costs as an indicator that is £270 per day per person = 270 x 4 x 25 weeks (estimate) = £27000  Resources for intervention: £3000  (including  Bedrock/English texts £129.60  Maths texts £129.60 + £120  Calculators £269.95 for 30)  NGRT reading tests – costs covered by school budget as part of GL Assessment complete package  Bedrock as above |  | JWI/ALY | Easter 2021 | |

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| **Curriculum-based Intervention: Key Stage 4**  ***(Year 11 initially)***    2021 GCSE outcomes are in line with    Disadvantaged students to achieve:   * top quartile for progress made by disadvantaged students in other school. * National average for attainment for all students * National average English and maths 5+ scores for similar schools | **Tier 1 Intervention**  Brilliant teaching and learning across the curriculum    **Tier 2 Intervention**  1:1 or small group for certain SEND / disadvantaged students    **School Holiday Catch-Up Programme**   * Summer school catch-up programme   Most targeted intervention will be covered by internal Tier 2    **Mentoring**  All students have a staff member mentoring them.    **COSTS**  Tier 1 intervention – covered by budget  Tier 2 intervention – covered by budget  Curriculum offer – staffing covered by budget  Mentoring – staffing covered by budget |  | RLO/JWI | May 2021 |
| Focused intervention to ensure students continue in education when they cannot be in a mainstream setting – avoiding permanent exclusion | Short-term intervention placements in alternative provision: Shaftesbury High School and The Heights. £6000 |  |  |  |
|  | | **Total budget** | **cost** | **£ 33000** |

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| **iii. Wider Strategies** |  |  |  |  |
| **Desired outcome** | **Chosen action/approach** | **Impact (once reviewed)** | **Staff lead** | **Review date?** |

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| Attendance    Attendance continues to be above national expectations for all students, and disadvantaged students at least in line with national.    Reduce overall PA when compared with last year, and reduce PA gap between PP and non-PP students by 10% | Support for remote learning for those unable to attend  First-day phone calls for all students absent  Continued intervention by Family Support Worker and Attendance Officer.  Additional support for attendance from admin team.    **COSTS**  Covered by budget |  | JHA | Feb 2021 |
| **Pastoral Mentoring**    “Build confidence, develop resilience and raise aspirations”  (EEF) which, in turn, leads to improved academic outcomes.    Students have access to a professionally trained counsellor who can support them to improve their emotional health and wellbeing, enabling them to be better, more resilient learners.    Swift intervention to reduce On-Calls caused by pastoral issues. | All students are mentored by individual members of staff.        Extend our professional counselling provision from 1 to 2 days per week for the rest of the year.      Radios and tablets for staff enabling swift response to issues.  **COSTS**  Counselling 1 day per week £150 per day for 20 weeks: £3000  Radios: £1000  Tablets: £4000 |  | PHO | Easter 2021 |
| **Supporting parents and carers**    Parents and carers have regular face-to-face contact with teaching and support staff, enabling them to help their daughter to make better progress.      Parents and carers are provided with the knowledge and training that enables them to understand and be able to effectively support their daughter’s learning. | Utilise a software platform e.g. *SchoolCloud*, that enables staff to talk directly to parents, via virtual means.    Ensure that there is appropriate provision and guidance on the school website  **COSTS**  School Cloud £450  Online resources – covered by budget |  | JHA | Easter 2021 |
| **Access to technology**    During self-isolation students have the resources to access remote learning immediately. Through regular contact with teaching staff and teaching assistants, they are able to access all learning with confidence.    Teachers have the necessary resources and appropriate training to deliver remote learning effectively and immediately, when required. Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to students. | Use individual mentoring system to support students who are self-isolating      Microphones purchased for desktop machines to enhance provision. All staff have laptops with cameras and microphones    **COSTS**  Staff time covered by staffing budget  Microphones as mentioned above |  | RLO | Easter 2021 |
| Summer Support NA |  |  |  |  |
| **Total budgeted cost** | | | | **£8450** |
|  | | **Cost paid through COVID Catch-Up** | | **£61750** |