

Catch-Up Premium Plan

Walton-le-Dale High School

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

Guidance	
<p>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.</p> <p>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.</p> <p>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.</p>	
Use of Funds	EEF Recommendations

<p>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.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>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 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.</p>	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> ➤ Supporting great teaching ➤ Pupil assessment and feedback ➤ Transition support <p>Targeted approaches</p> <ul style="list-style-type: none"> ➤ One to one and small group tuition ➤ Intervention programmes ➤ Extended school time <p>Wider strategies</p> <ul style="list-style-type: none"> ➤ 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.

<p>Curriculum</p>	<p>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.</p> <p>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.</p> <p>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</p>
<p>Emotional Wellbeing</p>	<p>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.</p> <p>We have added additional support across all areas of the school but the pandemic has had a profound effect on emotional wellbeing</p>

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?
<p><u>Supporting brilliant teaching:</u></p> <p>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</p>	<p>Ongoing work within departments and subject areas.</p> <p>COSTS Staff time – covered by budget</p>		<p>RLO</p>	<p>June 2021</p>

<p>practice, interleaving, avoidance of cognitive overload, etc).</p>				
<p><u>Teaching assessment and feedback</u></p> <p>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.</p>	<p>Regular opportunities built into lessons and homework to establish gaps in learning – low stakes testing, mastery techniques, etc.</p> <p><u>COSTS</u> Staff time – covered by budget</p>		<p>JWI</p>	<p>Feb 2021</p>
<p><u>Support remote learning</u></p> <p>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.</p>	<p>CPD provision: Best practice to be shared via CPD sessions such as Top Tips and Teaching and Learning weekly update.</p> <p>A range of software packages are in place to enhance our remote learning experience – Doodle, Hegarty Maths, Bedrock</p> <p>All teaching staff are provided with laptops through the main school budget.</p> <p><u>COSTS</u> Staff CPD time – covered by budget Bedrock £17000 Headphones for desktop computers £300 Laptops – covered by budget</p>		<p>RLO</p>	<p>Apr 2021</p>

<p><u>Transition support (KS2-3)</u></p> <p>Year 7 students to be fully settled into school and making appropriate progress.</p>	<p>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.</p> <p><u>COSTS</u> Staff time – covered by budget</p>		RLO	Jun 2021
Total budgeted cost				£17300

ii. Targeted approaches:

Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p>Years 8 & 9</p> <p>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.</p>	<p>Mentoring and intervention in small groups Resources provided by departments Focus on identified gaps, motivation and work completion.</p> <p>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</p> <p>NGRT reading tests – costs mainly covered by school budget as part of GL Assessment complete package - contribution from this funding - £3000 Bedrock as above</p>		JWI/ALY	Easter 2021

<p>Curriculum-based Intervention: Key Stage 4 <i>(Year 11 initially)</i></p> <p>2021 GCSE outcomes are in line with</p> <p>Disadvantaged students to achieve:</p> <ul style="list-style-type: none"> • 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 	<p>Tier 1 Intervention Brilliant teaching and learning across the curriculum</p> <p>Tier 2 Intervention 1:1 or small group for certain SEND / disadvantaged students</p> <p>School Holiday Catch-Up Programme</p> <ul style="list-style-type: none"> • Easter: Subject-based intervention. All subjects <p>Most targeted intervention will be covered by internal Tier 2</p> <p>Mentoring All students have a staff member mentoring them. A 1:1 interview with a senior member of staff will take place in January and after mock examinations</p> <p>Revision Materials Year 11 Revision materials subsidised or provided free of charge for disadvantaged students.</p> <p>COSTS Tier 1 intervention – covered by budget Tier 2 intervention – covered by budget Holiday Catch Up – staff paid @ £25 per hour. Costs tbc but in the region of £1000 Curriculum offer – staffing covered by budget Mentoring – staffing covered by budget Revision Materials - £2000 estimate</p>		RLO/JWI	May 2021
Total budget cost				£ 36000

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

<p>Attendance</p> <p>Attendance continues to be above national expectations for all students, and disadvantaged students at least in line with national.</p> <p>Reduce overall PA when compared with last year, and reduce PA gap between PP and non-PP students by 10%</p>	<p>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.</p> <p>COSTS Covered by budget</p>		JHA	Feb 2021
<p>Pastoral Mentoring</p> <p>“Build confidence, develop resilience and raise aspirations” (EEF) which, in turn, leads to improved academic outcomes.</p> <p>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.</p> <p>Swift intervention to reduce On-Calls caused by pastoral issues.</p>	<p>All students are mentored by individual members of staff.</p> <p>Extend our professional counselling provision from 1 to 2 days per week for the rest of the year.</p> <p>Radios and tablets for staff enabling swift response to issues.</p> <p>COSTS Counselling 1 day per week £150 per day for 20 weeks: £3000 Radios: £1000 Tablets: £4000</p>		PHO	Easter 2021

<p><u>Supporting parents and carers</u></p> <p>Parents and carers have regular face-to-face contact with teaching and support staff, enabling them to help their daughter to make better progress.</p> <p>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.</p>	<p>Utilise a software platform e.g. <i>SchoolCloud</i>, that enables staff to talk directly to parents, via virtual means.</p> <p>Ensure that there is appropriate provision and guidance on the school website</p> <p><u>COSTS</u> School Cloud £450 Online resources – covered by budget</p>		JHA	Easter 2021
<p><u>Access to technology</u></p> <p>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.</p> <p>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.</p>	<p>Use individual mentoring system to support students who are self-isolating</p> <p>Microphones purchased for desktop machines to enhance provision. All staff have laptops with cameras and microphones</p> <p><u>COSTS</u> Staff time covered by staffing budget Microphones as mentioned above</p>		RLO	Easter 2021
<p><u>Summer Support NA</u></p>				
Total budgeted cost				£8450
Cost paid through COVID Catch-Up				£61750