

COVID-19 catch-up premium strategy



STRATEGY STATEMENT

West Hill School has been allocated £67,440 in Covid-19 catch-up premium funding. The Government have provided various guidance on how this funding should be spent. Ultimately it can be spent in whichever way suits the needs of our school, as long as it is specific, and its purpose is to catch up for losses in learning during the last academic year. Our goal is to ensure this funding reaches all boys in all year groups who have had significant educational losses as a result of Covid-19.

The Department for Education recommend schools to use research and guidance from the Education Endowment Fund (EEF). As such the strategies outlined in this report are guided by this research.

The overall aims of our catch-up premium strategy are:

- To raise the attainment of boys who have suffered significant educational losses due to Covid-19 school closure.
- To enable all boys to continue their learning at home and meet home learning expectations.
- To empower our parent body to work with school to minimize the risk of long term educational losses due to Covid-19.

Total number of pupils:	843	Total catch-up premium budget:	£67,400
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PLANNED EXPENDITURE FOR CURRENT ACADEMIC YEAR

Strategy	Intended outcome and success criteria	Evidence and rationale	Projected spending	Staff lead	Review date
<p><u>Targeted interventions for all year groups</u> Catch-up intervention prior to Easter for all boys identified as struggling through the January lockdown (230 boys)</p> <p>10 weeks tuition from a member of West Hill staff during period 6 for boys identified for the afterschool achievement programme post Easter.</p>	<p>Boys who are identified as having losses to learning are given the opportunity to catch up with their peers.</p> <p>Continued use of low stakes assessments in subject areas and at the end of each round of intervention to monitor impact.</p> <p>Whole school data collections to be used to monitor impact of interventions on SPI for those subject areas that were targeted.</p> <p>Whole school intervention tracking to be updated to enable subject level monitoring.</p>	<p>The Department for Education and guidance from the EEF suggest that small group tuition and intervention programmes are an effective means of supporting pupils who have fallen behind furthest.</p> <p>Our internal data systems can provide an evidence based approach to identifying those who did not engage with home learning during lockdown. This data, alongside classroom teacher feedback can ensure we target the right group of boys in the right subject areas to account for any losses.</p>	<p>£10,000</p>	<p>BAR</p>	<p>Spring term</p>
<p><u>Improved home IT provision</u> Provide devices to boys who do not have adequate access at home to support home learning.</p>	<p>All boys who are identified as having access issues are given a device that is compatible with the school system to use at home.</p> <p>Future proof our home learning strategy by accounting for future lockdown and periods of self-isolation.</p> <p>Monitor remote access logon attempts to ensure devices are being used.</p> <p>Collate feedback from subject teachers on engagement with home learning after devices are issued.</p>	<p>The EEF support access to technology as a wider strategy to be used as part of the catch up funding.</p> <p>Data from our Parental IT survey indicates that we have 128 boys who, when there are others in the household, do not have access to computer or tablet device. We believe this is the main contributor to lack of engagement during lockdown.</p> <p>On average we have approximately 50 PP boys in each year group. As part of the support package for PP boys we want to be able to offer a device to support home learning where needed.</p>	<p>£44,000</p>	<p>BAR/OBR</p>	<p>Jan 21</p>

<p><u>Parent VLE training</u> Provide targeted small group face-to-face VLE training for parents to further support home learning.</p>	<p>Parents who responded to the Parental IT survey are given the opportunity to attend parent training.</p> <p>VLE access reported on and those families involved can be checked for logon attempts.</p>	<p>Data from our Parental IT survey indicates a lack of understanding from some parents on their son accessing and navigating the VLE.</p> <p>The EEF guidance encourages the use of funding to support families as part of wider whole school Covid-19 catch-up strategies.</p>	<p>£450</p>	<p>BAR</p>	<p>Spring term</p>
<p><u>Literacy Skills Academy</u> Provide a programme of literacy skills to Year 7 and 8 pupils</p>	<p>Boys identified in Years 7 and 8 take part in a 10-week programme delivered via Skills Academy from the Literacy Trust.</p> <p>Comprehension skills are improved and impact seen in lessons.</p> <p>Whole school data collections to be used to monitor impact of the programme on literacy through whole school intervention spreadsheets</p>	<p>Literacy skills are heavily referenced throughout the EEF guidance.</p> <p>Internal data shows us that we have significant number of boys in each year group who are below the expected reading age.</p>	<p>£150</p>	<p>MER</p>	<p>Summer term</p>
<p><u>Improved reading provision</u> Development of a whole school pop-up library or similar suitable for both KS3 and KS4</p> <p>Additional titles to be added to the existing e-library.</p>	<p>All boys to have access to a variety of reading books to encourage private reading.</p> <p>Increased vocabulary and improved comprehension skills across all subjects.</p> <p>Benefits to mental health and wellbeing are realised.</p>	<p>Research shows us that boys are less engaged with reading activities. We do not currently have a space for private reading and this is impacting literacy in our all boys setting further.</p> <p>Our virtual e-library has not been accessible by a number of boys who have has IT issues during lockdown. As this has now been rectified, the uptake on the e-library has improved.</p>	<p>£12,000</p>	<p>MER</p>	<p>Summer term</p>
<p style="text-align: right;">Total projected spend</p>			<p>£66,600</p>		

ADDITIONAL INFORMATION

One of the main strategies that is recommended by the DfE and the EEF is the use of 1:1 and small group tuition, delivered by tuition partners such as the Tutor Trust. As a school we believe that our staff are best placed to help our boys recover from educational losses, and as such, it is our staff who will deliver the small group interventions as outlined above.

We are not limiting our intervention strategies to core subjects, but rather ensuring that all subjects in the curriculum are given equal opportunity to identify gaps in learning and have these addressed through the whole school Covid-19 intervention scheme.

The devices to be issue hold no value outside of school use as they are only able to connect directly to the school network. Boys that are issued with a device will also have a device agreement in order for the device to be returned to school on their departure in Year 11 and put back into circulation as new cohorts arrive.

Date of last review: 22/03/21