

## **COVID-19- Catch Up Premium spending report**

### **Aim**

The aim of this report is to outline how the school has allocated funding received specifically in relation to COVID-19 for the 2020-2021 year.

### **Impact of COVID-19 and response**

The school has identified a variety of different impacts which can be considered to have been directly (and some indirectly) caused by COVID-19 and the continual educational disruption faced by all children. These impacts, and therefore possible barriers to learning, have been identified as (but are not limited to):

- Stalling of progress in relation to literacy and numeracy skills.
- Less curriculum content being covered. Leading to essential knowledge being missed.
- Lack of access to online learning.
- Lack of engagement with online learning.
- The widening of achievement any achievement gaps.
- The progress of vulnerable, Pupil Premium and SEND children.
- Gaps in 'careers and further education' advice and guidance.
- Knowing and understanding prior achievement and ability for Year 7 children.
- Possible long term social and emotional well-being impacted by prolonged and continual absence from the school environment.

To address these impacts (and any further needs which have emerged throughout the course of the academic year) the school has closely considered the evidence based approach of the EEF, particularly strategies which are referenced in the [COVID-19 Support Guide for Schools Report](#).

The broad aims of school spending directly relates to the evidenced based strategies highlighted in this report.

It should be noted that the school considers the primary method of any 'catch-up' is only a supplement to a well-planned curriculum and every child continuously receiving outstanding learning and teaching. The strategies which supplement this approach include (but should not be seen as limited to):

- Supporting outstanding virtual learning and teaching- including access to online learning when required.
- Seeking to provide a coherent pupil assessment structure and maximising feedback.
- Supporting Transition at all Key Stages.
- Providing one to one and small group tuition where the need emerges.
- Intervention programmes where required.
- Extended school time.
- Supporting parents and carers.
- Ensuring all children have access to technology.

## Funding Report

Number of Pupils on Roll	Funding Received
1323	£105, 840

Concern...	Method of intervention...	Action...	Cost
Stalling of progress in relation to literacy and numeracy skills.	<p>Providing one to one and small group tuition where the need is required.</p> <p>Intervention programme across all Key Stages.</p> <p>Seeking to provide a coherent pupil assessment structure and maximising feedback.</p> <p>Supporting outstanding learning and teaching.</p>	<ul style="list-style-type: none"> <li>- Literacy and Numeracy development programmes implemented where the greatest need is identified.</li> <li>- Subject specialist teachers for Maths and English timetabled to deliver Literacy and Numeracy development lessons to small groups. Lessons run in parallel with the main school curriculum.</li> <li>- When needed and required students receive specific Speech and Language Therapy input.</li> <li>- Rigorous and thorough monitoring of all children in relation to literacy and numeracy progression.</li> </ul>	£6680
Access and engagement with online learning for all students and possible impact of future disruption (i.e. School Closures).	<p>Ensuring all children have access to technology and can engage with online learning</p> <p>Supporting parents and carers</p> <p>Supporting outstanding learning and teaching</p>	<ul style="list-style-type: none"> <li>- Laptops and IT support provided to vulnerable, Pupil Premium and SEND children.</li> <li>- Subscription purchased to 'GCSE Pod'. Providing interactive and engaging online resources and materials which supplement home learning.</li> <li>- Subscription to virtual parents evening platform. Ensuring continuity of parent/teacher engagement and dialogue.</li> <li>- Every class room to have a webcam facility. Ensuring the ability to live stream lessons to any child who is isolating at home. In addition creating capacity for continuation of education in response to any school closure.</li> </ul>	<p>£18,600</p> <p>£4,900</p> <p>£1,350</p> <p>£6,930</p>
The widening of achievement any achievement gaps.	<p>Intervention programme</p> <p>Providing one to one and small group tuition where the need is required</p> <p>Reduced class sizes at Key Stage 4</p> <p>Seeking to provide a coherent pupil assessment structure and maximising feedback</p>	<ul style="list-style-type: none"> <li>- Small group support implemented in Key Stage 3. Literacy and Numeracy development programmes supplementing the main Curriculum.</li> <li>- Reduction of class sizes at Key Stage 4 to increase opportunities for feedback and assessment.</li> <li>- Rigorous monitoring and assessment structure. Thorough analysis of progress, achievement and attitude to learning.</li> </ul>	<p>£13,370</p> <p>£10,700</p>

	Supporting outstanding learning and teaching		
The progress of vulnerable, Pupil Premium and SEND children	Providing one to one and small group tuition where the need is required  Intervention programme across all Key Stages	<ul style="list-style-type: none"> <li>- Employment of staff/support staff to specifically work with those who are most vulnerable and may also have the greatest need. For example, children who have an EHCP.</li> <li>- Employment of staff/support staff to ensure facilitation of small group work and individual 1 to 1 support in the classroom where it might be required.</li> </ul>	£19,600
Lack of opportunity to consider future pathways	Supporting Transition at all Key Stages	<ul style="list-style-type: none"> <li>- Identification of children who might be considered to be at risk of being NEET.</li> <li>- Early career and progression interviews (focusing on Year 11 and Year 13- vulnerable, SEND and PP) to inform the best possible future choices.</li> <li>- Early intervention during sessions such as PSHE.</li> </ul>	£3,900
Lack of formal data for current Year 6-> Year 7	Supporting Transition at all Key Stages	<ul style="list-style-type: none"> <li>- Formal assessment of all Year 7 students through the new implementation of CAT4 tests and FFT data analysis.</li> <li>- Data collated through these methods used to inform Literacy and Numeracy Development programmes.</li> </ul>	£6,000
Social and Emotional well-being	Support of mental well-being	<ul style="list-style-type: none"> <li>- Expansion of a variety of different roles to meet the increase in demand relating to social and emotional well-being.</li> <li>- Response includes: <ul style="list-style-type: none"> <li>- Head of Student- Wellbeing</li> <li>- School Counsellor</li> <li>- School Nurse</li> </ul> </li> </ul>	£21,310

Funding Received	Total Spend
£105,840	£113,340