



# Secondary COVID-19 catch-up premium report

## > COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Date of Publication	February 2021	Review Date	April 2021
Total number of pupils:	7-11 = 1211	Amount of catch-up premium received per pupil:	£80
Number of Pupils eligible for PP	214	Total catch-up premium budget:	£96,880

- All of our students will require additional support, regardless of background and whether eligible for PP or not, However we know that our vulnerable and disadvantaged students will have felt the most impact of the current pandemic.
- Not all support will be academic and the needs of each child will be different.
- We aim to raise academic attainment towards or to exceed national average while fully supporting the SEMH our each child.

This funding is for specific activities to support their pupils' education recovery in line with the curriculum expectations in the [actions for schools during the coronavirus outbreak guidance](#).

While schools can use their funding in a way that suits their cohort and circumstances, they are expected to use this funding for specific activities which will help pupils catch up on missed learning. **Schools should particularly focus on disadvantaged and vulnerable pupils as we know they have been most affected.**

School allocations will be calculated on a per pupil basis. Mainstream schools will get £80 for each pupil from reception to year 11 inclusive. Schools will receive the funding in 3 tranches over the academic year 2020-2021.

### Catch Up Priorities:

- To appoint COVID Catchup Coordinators and teams of Tutors for Literacy and Numeracy, to provide evidence-based targeted intervention to students in year 7- 9, ensuring that all our students are working at or above Age Related Expectations (ARE)
- To support Year 10 and 11 students through quality teaching and learning, catch up intervention provided through the National Tutoring Programme and catch up intervention put in place internally to ensure that no students
  1. Have not fallen behind expected levels of outcome due to school closures created by COVID-19
  2. Have not been disadvantaged through isolation periods due to COVID-19
- To provide students with evidence-based SEMH support through coaching, mental health support and targeted tutor programmes, putting our students in the best place to be able to achieve academically.
- To reduce the attainment gap between our vulnerable and disadvantaged students and their peers.

## Barriers to learning

### BARRIERS TO FUTURE ATTAINMENT

#### Academic barriers:

A	<p>We will identify those who have fallen using the following to improve academic outcomes</p> <ul style="list-style-type: none"> <li>• Use of baseline assessment to identify students working below ARE in Yr 7-9 in conjunction with liaison with KS3 Coordinators to identify students who disengaged with remote learning during lockdowns</li> <li>• Use of tracking data to identify students behind in Year 10-11</li> <li>• Use of attendance data to identify those who have reduced attendance due to self-isolation.</li> </ul>
B	<p>Using the same methods as with whole school, we will work to close the gap for PP and disadvantaged students, which the EEF has identified has widened again. Initial data shows that we have moved from parity for disadvantaged students with Year 11 outcomes last summer (2019) to a gap of -29, taking us back 5 years.</p>
C	<p>Our AEN students have similar barriers to others, only more pronounced. Using observation by support staff, in addition to academic tracking, we will be able to target specific support.</p>

### ADDITIONAL BARRIERS

#### External barriers:

D	<p>Fluctuating attendance for individuals or whole bubbles causes disruption to education and further widens gaps for individuals/classes**</p>
E	<p>Staff absences, across all sectors, resulting in interruptions to the delivery of a consistent curriculum.</p>
F	<p>An increase in the number of children/families needing emotional and mental health support, in relation to previously identified and new children/families</p>
G	<p>Difficulties in working as closely with some external agencies to deliver support e.g. CAMHs, access to Social Workers especially with the BCP merger</p>
H	<p>Inconsistency and/or lack of technology for some families to support with remote learning.</p>
I	<p>Restrictions caused by COVID, preventing, to an extent, the delivery of aspects of the wider curriculum, particularly in relation to personal development and enrichment activities.</p>
J	<p>The delivery of interventions, both academic and for SEMH, is more challenging due to staffing issues and the inability to cross bubbles (e.g. delivering an anger management intervention to 4 pupils from different bubbles).</p>

K	Support needed for some parents who may be struggling to support their child (financially or emotionally), resulting in poor attendance and/or a lack of engagement with remote learning.
H	Significant reduction in opportunities to engage parents in children's learning e.g face to face meetings, concerts, Information evenings, Open Evenings, Concerts,

## Planned expenditure for current academic year

Quality of teaching for all					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Developing use of Online learning platforms	<p>Online resources available for all to aid catch up when in school but to also provide access to remote learning as necessary</p> <p>To ensure that parents have clear communication of work being set in the home environment</p> <p>To allow teachers a safe platform to deliver lessons to students</p> <p>Use of external providers: Oak Academy, Kerboodle, Hegarty Maths, Focus on Sound</p>	<p>Teams has been a platform used by the school to deliver part of the school curriculum (home learning historically)</p> <p>It is a better platform delivering live lessons during the latest lockdown as there are better safeguarding measures to ensure that staff and students are working in a safe and secure environment.</p> <p>There are a range of widgets which ensure that the environment for staff and students is feedback rich.</p>	<p>Regular stakeholder feedback from; 1. Students 2. Staff 3. Parents</p> <p>Line management with subject leaders to ensure that it is used consistently across teaching staff</p> <p>Regular updates on the IT policies by the IT support staff.</p>	NTR, BW	Ongoing, with specific half termly feedback from all stakeholders
Use of TLC teaching strategies time to focus on strategies that will positively impact all students to succeed, both in the classroom and during remote learning.	<p>Focus on explicit instruction, scaffolding, flexible grouping and cognitive and metacognitive strategies which are key components of high-quality teaching and learning for pupils.</p>	<p><a href="#">EEF's COVID-19 support guide for schools</a></p>	<p>Regular stakeholder feedback from; 1. Students 2. Staff 3. Parents</p> <p>Line management with subject leaders to ensure that it is used consistently across teaching staff</p>	NTR	

Targeted support					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Numeracy and Literacy intervention groups	<p>Closing the gap for PP and disadvantaged students, ensuring that students are reaching ARE.</p> <p>Later focus on More Able students</p>	<ul style="list-style-type: none"> <li>• <a href="#">DfE's catch-up premium guidance</a></li> <li>• <a href="#">EEF's COVID-19 support guide for schools</a></li> </ul> <p>Use of small group tuition using trained staff with knowledge of our students and context to build literacy and numeracy skills which can be applied over all subjects.</p>	<ul style="list-style-type: none"> <li>• 12 week, Test-Teach-Test model, to demonstrate progress at the end of the intervention cycle.</li> <li>• Longer term use of PBfL and tracking data</li> </ul>	HPS, STY, SSK, JDT (Primary)	<p>Half termly and at the end of each intervention cycle when in school.</p> <p>More regular review over lockdown to amend provision accordingly.</p>
Small Group Tuition	Use of the NTP to offer small group tuition for students identified in tracking data, to close the gap in all subjects where there is need.	<p><a href="#">DfE's catch-up premium guidance</a></p> <p><a href="#">EEF's COVID-19 support guide for schools</a></p>	<ul style="list-style-type: none"> <li>• Test-Teach-Test model (length to be negotiated with provider), to demonstrate progress at the end of the intervention cycle.</li> <li>• Longer term use of PBfL and tracking data</li> </ul>	HPS	At the end of each intervention cycle and at tracking data drop points.
Student Coaching	<p>Rapid assessment of our students' wellbeing, mental health, behavior and motivation to work upon return to school</p> <p>The identification of the specific needs of students in order to provide specific intervention that works for our cohort.</p>	<p>1-2-1 Intervention, looking at the student's current situation and forward into the future. Personalised consultancy allowing the student to be heard, find support and work towards making positive choices for lasting change.</p> <p>In school provision based on the Viva-Go Model, developed by Heather Torrens (Values based coaching), specifically for children and young adults.</p> <p>Further targeted provision using the Co-Active model, in Collaboration with an external coach</p>	<p>Stakeholder Feedback from;</p> <ol style="list-style-type: none"> <li>1. Students</li> <li>2. Staff</li> </ol> <p>Longer term use of PBfL and tracking data</p>	HPS, EV	At the end of each 6 session intervention cycle.

Mental Health Workshops and online support groups	Rapid assessment of our students' wellbeing and mental health upon return to school  The identification of the specific needs of students in order to provide specific intervention that works for our cohort.	Based on parent, student and staff feedback, Educational Psychology principals and wider research of mental health in young people during COVID-19.  When the wider SEMH needs of the child are met, they can succeed with their studies.	Stakeholder Feedback from; <ol style="list-style-type: none"><li>1. Students</li><li>2. Staff</li></ol> Longer term use of PBfL and tracking data	HPS, EV	Half termly
<b>Other approaches</b>					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Return to School extended tutor programme (2 weeks initially) for transition support	A successful and positive return to school experience for all students,  An opportunity for reconnection and feeling of belonging  The identification of the specific needs of students in order to provide specific intervention.	Transition support recommended by EEF. Based on Educational Psychology principals (PACE, Nurture Principles, Self/Co-regulation, adapted based on student feedback to activities, to suit the specific needs of our cohort.	Regular stakeholder feedback from; <ol style="list-style-type: none"><li>1. Students</li><li>2. Tutors</li><li>3. Year Leaders</li></ol>	HPS/KHN	After Week 1, After Week 4. After first half term.
Use of MS Forms to collate useful feedback from stakeholders	To prove/disprove staff hypotheses and provide evidence for action for change	Our perception, while often educated judgements, are not evidence based. Specific feedback from large groups allows us to target our interventions – both academic and pastoral, looking at trends and difference in needs through each key stage	Regular stakeholder feedback from; <ol style="list-style-type: none"><li>1. Students</li><li>2. Parents</li><li>3. Staff</li></ol> Themes identified, action taken, further feedback taken to judge impact over time.	HPS	After each feedback cycle (Half termly)
Live Stream Support for Parent	Supporting Parents and Carers	As recommended by the EEF. Based on Parent feedback at half termly points, we have seen a need and Live Streams with Q&A provides a vehicle for the support needed	Stakeholder Feedback from; <ol style="list-style-type: none"><li>1. Parents</li><li>2. Staff</li></ol>	NTR/HPS	After each Live Stream Input

<p>Use of alternative therapies to support the whole child.</p>	<p>Identification of specific needs of students in order to provide individually designed intervention.</p> <p>9 Month Trial of Music Therapy Intervention</p> <p>Investigation into other therapies which may support our students</p>	<p>There is a growing body of research supporting the use of music therapy over a range of applications in education, health and social care.</p> <p>Resources include:</p> <p><a href="#">NHS Evidence</a></p> <p><a href="#">BAMT Register of Surveys, Research and Evaluation Projects (ROSREP)</a></p> <p><a href="#">Anglia Ruskin Research Online</a></p> <p><a href="#">The Nordoff Robbins Evidence Bank</a></p> <p><a href="#">The Cochrane Library</a></p> <p><a href="#">The British Journal of Music Therapy</a></p> <p><a href="#">The Nordic Journal of Music Therapy</a></p>	<p>- Stakeholder Feedback from;</p> <ol style="list-style-type: none"> <li>1. Parents</li> <li>2. Students</li> <li>3. Staff (Therapist, Tas)</li> </ol> <p>- Case Studies provided by the therapist at key points</p> <p>- Use of PBfL and tracking data</p>	<p>HPS</p>	<p>6 months and end of the academic year</p>
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#### ADDITIONAL INFORMATION

Additional information used to support the sections above.

- Internal assessment and reporting software
- Evidence from the EEF [families of schools database](#)
- Results of staff, student and parent consultation
- Analysis of attendance records
- Recent school Ofsted report
- Guidance from experts
- Case studies