

COVID catch-up premium report

COVID catch-up premium spending: summary

SUMMARY INFORMATION

Total number of pupils:	548	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£43,920	Date of Report:	Dec 2020

STRATEGY STATEMENT

We are adopting a range of approaches to ensure our students return to school and make progress but also catch-up on their lost learning. We have welcomed students back using a SWAN model of pastoral support. This has included 1 to 1 interviews with each student to further identify potential engagement and / or issues with remote learning during the closures.

Subject leads have tried to implement assessment strategies that did not impact on students return to school but also considered the need to clearly identify gaps in learning. Assessments were not scheduled for the first 4 weeks of term.

This approach, alongside implementing our new hygiene, learning and behaviour routines has allowed us to rebuild student confidence and embed our new routines and expectations. Staff have engaged in CPD training at whole school and subject level to help them develop their practices within our new routines. We have tried to continually assess students informally in a covid safe environment and this has led to changes in teacher strategies in how they would normally provide assess and feedback. This includes maintaining social distancing in lessons, reducing contact with students' books and introducing book quarantine periods.

We have appointed a part-time Intervention Coordinator to coordinate our planned approach to Catch-Up funding and use of the NTP. The Intervention Coordinator will be responsible for liaising with outside providers and subject leads in school. The NTP has been slow to move forward as external tutors have had to complete training, which did not start until November 2020. We do not expect the external tutoring to start until January 2021.

We are aware of our historical low attendance for some student groups which has been exacerbated in some instance by the concerns over Covid as well as the high proportion of disadvantaged students we serve. Supporting attendance and increased mental health issues, limited access to IT at home and providing learning resources for our disadvantaged students is also part of our strategy due to the hardship some have experienced during and as a result of during school closures.

Our strategy will be regularly reviewed and evaluated to monitor its impact on our students.

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Disruption of school closures and ongoing self-isolation of groups of students
B	Lower levels of Literacy and Numeracy
C	Recent below average school progress
D	Students without access to ICT out of school for remote learning, high requests for Paper packs.

ADDITIONAL BARRIERS

External barriers:

E	Temporary relocation of school site away from original site (June 2019 – September 2021)
F	Historic below average attendance
G	Low parental engagement
H	Increased mental health issues

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?
Identify pupils with learning gaps and implement a programme of intervention to support pupils and maximise their progress.	<ul style="list-style-type: none"> • Middle leaders have robust assessment strategies in place to identify gaps in learning following Summer term closures. • There is a clear programme of targeted intervention in place for all pupils identified. • Students gaps in learning are filled following internal QFT and external intervention. • Parents actively support the intervention programme. 	<p>Students returning to school have increased gaps in knowledge due to varied engagement in remote learning during Summer term.</p> <p>Combining professional and contextual knowledge with robust evidence about approaches that are known to be effective. Reference made to:</p> <ul style="list-style-type: none"> • DfE's catch-up premium guidance • EEF's COVID-19 support guide for schools 	<p>Identify pupils at highest need of intervention, starting with core subjects in each year group.</p> <p>Identify suitable staffing or external agencies to deliver intervention.</p> <p>Establish effective communication between staff / external agencies / pupils / parents for need, duration and impact of intervention.</p> <p>Monitor and review the quality and impact of interventions.</p> <p>Intervention coordinator = £3,000</p>	CO / HW / ICo (AA) PPL's?	Spring and Summer Data drops 2021.

<p>Development CPD for increased use of formative assessment strategies in lessons.</p>	<ul style="list-style-type: none"> • To improve use of effective formative assessment strategies across lessons. • Teachers identify and address gaps in knowledge more rapidly. 	<p>Regular formative assessment strategies in lesson help support the identification of lost learning of pupils promotes teachers checking for understanding.</p> <p>EEF's COVID-19 support guide for schools</p>	<p>Through research informed CPD, develop teachers wider use of assessments that may include the use of verbal questions, short answer quizzes and multiple-choice questions, use of mini-whiteboards to check understanding of the whole class.</p> <p>CPD and T&L support for in school coaching = £3,500 Resources = £1,000</p>	<p>SLT and MLs.</p>	<p>SLT and ML lesson visits.</p>
<p>Increase student access to Practical activities where Covid guidance suggest reduced groups sizes.</p>	<ul style="list-style-type: none"> • All students have an wider access to a partial practical curriculum in a Covid safe environment. • Additional supervision in place to facilitate smaller group sizes to allow students to access practical activities in lessons where distancing is an issue e.g. D&T. 	<p>The mental well-being and the need to develop the interests of our students through practical activities is important to our curriculum intent.</p> <p>EEF's COVID-19 support guide for schools</p>	<p>Additional supervision to reduce class sizes to meet suggested required by practical subject associations and H&S.</p> <p>£11,000</p>	<p>MLs for practical subjects.</p>	<p>Feb 2021</p>
<p>Total budgeted cost:</p>					<p>£18,500</p>

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?
Academic tutoring through delivery of NTP for English, Maths and Science.	<ul style="list-style-type: none"> • There is a clear programme that is implemented for all pupils identified. • Students gaps in learning are filled following internal QFT and external intervention. 	<p>The evidence indicates that small group and one to one interventions can be a powerful tool for supporting pupils. High-quality teaching should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress.</p> <ul style="list-style-type: none"> • DfE's catch-up premium guidance • EEF's COVID-19 support guide for schools 	<p>Appointment of Intervention Coordinator.</p> <p>Intervention coordinator to collate list of pupils requiring intervention from information provided by core subject leads.</p> <p>Programme of intervention implemented into school day (in majority of cases due to transport issues).</p> <p>Intervention is evaluated and there is rigorous communication between school and any external tutors.</p> <p>NTP = £14,000 In-school tutoring = £1,800</p>	ICo (AA), DHT, Core MLs. NTP providers.	March 2021.
Provide key pupils groups with necessary resources for preparation for assessments (e.g. Yr 11 subsidised revision materials)	<p>Pupils provided with and use necessary resources.</p> <p>Pupils achieve broadly in line pre-covid targets.</p>	<p>40% of our pupils are eligible for the PPG and there can be limited access to academic resources at home.</p> <p>Providing access to learning and revision resources outside of school supports in class learning and will facilitate greater engagement by pupils and parents.</p>	<p>Middle Leaders to identify pupils who will benefit from resources to study at home.</p> <p>Class teachers to reference resources in school lessons and identify use outside of school.</p> <p>£2,000</p>	MLs KG	April 2021

Attendance (Yr7&8) project.	Reduced Persistent Absence for pupils in Years 7 & 8. Increased contact with parents involved in project.	Current Year 7 and 8 pupils have higher than usual levels of persistent absence. By intervening at this earlier stage will prevent further action later in pupils school careers. Evidence of impact of similar project from another school. <ul style="list-style-type: none">EEF's COVID-19 support guide for schools – 3 Wider Strategies	Project to be overseen by AHT responsible for attendance. Identification of Pupil Premium Leaders to support implementation of project alongside AHT. £1,000	GD, PPLs and form tutors.	Feb 2021
Provision within of General Studies groups for in-school intervention and catch-up in Year 11.	Pupils make progress through additional teaching and support for their core and option subjects in Year 11 by specialist subject teachers.	The vast majority of Year 11 pupils have reduced their GCSE options from 10 to 9 subjects. This additional time will provide opportunities for pupils to catch up on lost learning time.	Provide resources for subject needed for extra catch-up. Subjects to bid in for additional resources. Payment for staffing to accommodate timetable flexibility 0.1FTE. 0.1 FTE = £3,500 Subject resources = £500		Every 8 weeks, Nov 2020, Feb 2021, May 2021
Total budgeted cost:					£21,800
Other approaches					
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?
YNOT	Students receive counseling to support SEMH needs. Increase pupil engagement in learning and attendance.	As a school we serve a catchment of pupils with higher than average SEMH needs. This results in issues with attendance, behaviour and engagement in learning. By providing counselling we offer our pupils the opportunities to learn to manage their SEMH needs more effectively.	Liaising with Year Leaders and DSL for those pupils with highest needs. Counselling to be made accessible to identified pupils. Regular monitoring with Year Leaders and DSL and overseen by AHT for Pastoral Support.	IA (AHT Pastoral), Year Leaders. YNOT provision.	Half-termly.

Whole school Attendance tracking.	Improved attendance by all groups of pupils. School effectively monitors and intervenes in attendance issues.	Recognise the further barriers to success in school, such as reduced attendance, or adaptations to school routines which may affect the behaviour of some pupils. • EEF's COVID-19 support guide for schools – 3 Wider Strategies	Increase use of pastoral team in supporting the Attendance Worker in monitoring and challenging attendance.	AHT (Attendance), JL (AW), Year Leaders.	Every 2 weeks.
Additional transport for afterschool provision.	Allow students to stay for longer after school for revision and intervention activities.	Due to school's temporary relocation at site 7 miles from original Oswaldtwistle school site pupils have limited opportunities to access out of school hours activities, including after-school revision and interventions groups.	Provide additional buses from Burnley to Oswaldtwistle. £3,200	GD MLs	Half-termly
Total budgeted cost:					£3,200
Total Catch-up funding costs:					£43,500

ADDITIONAL INFORMATION