COVID-19 catch-up premium report

Catch up funding:

Covid 19 Catch-Up Premium and Curriculum Expectations 2020/21. The DfE has allocated £650 million to be spent on ensuring all pupils have the chance to catch up and supporting schools to enable them to do so. Whilst Headteachers will decide how the money is spent, the Education Endowment Foundation has published guidance on effective interventions to support schools.

For pupils with complex needs, schools should spend this funding on catch-up support to address their individual needs.

There is also an allocation of £350 million for a National Tutoring Programme, intended to deliver proven and successful tuition to the most disadvantaged and vulnerable young people.

The DfE has also set out the following Curriculum Expectations, to ensure that all pupils – particularly disadvantaged, SEND and vulnerable pupils – are given the catch-up support needed to make substantial progress by the end of the academic year.

Education is not optional. All pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.

The curriculum remains broad and ambitious. All pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment. Remote education DfE asks that schools meet the following key expectations:

1. Teach an **ambitious and broad curriculum** in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content…In particular, schools may consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading.

2. Aim to return to the school's **normal curriculum** in all subjects by summer term 2021.

3. Plan on the basis of the educational needs of pupils. Curriculum planning should be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills.

4. Develop remote education so that it is integrated into school curriculum planning. Schools should set out how they will allocate the additional funding to support curriculum recovery this academic year.

The EEF guidance suggests a 3-tiered* approach:

1 Teaching

• High-quality teaching for all

- Effective diagnostic assessment

- Supporting remote learning

- Focusing on professional development

2 Targeted academic support

- High-quality one to one and small group tuition

- Teaching Assistants and targeted support

2 • Academic tutoring

- Planning for pupils with Special Educational Needs and Disabilities (SEND)

3 Wider strategies

- Supporting pupils' social, emotional and behavioural needs

- Planning carefully for adopting a Social and Emotional Learning curriculum

- Communicating with and supporting parents

- Supporting parents with pupils of different ages

- Successful implementation in challenging times

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	1020	Amount of catch-up premium received per pupil:	£78.84
Total catch-up premium budget:	£81,440		

STRATEGY STATEMENT

Priorities:

Students are able to keep up with work, and limit the need for 'catch up' at a later date.

Priority was given to ensure all students had IT access to complete work at home. This included internet dongles provided by DFE.

Literacy strategies were to continue – Accelerated Reader and Reading wise continues whilst at home.

Rigorous and relentless focus on attendance and engagement to lessons

Core approaches:

Track engagement and attendance to lessons

Analysis of data to ensure staff/teacher and non teaching staff are aware of those who need additional support and barriers removed

Year group reflection rooms staffed by LSA to support students who were struggling to regulate themselves back in school, support given for behavior, well being and engagement in lessons.

Overall aims:

Reduce the attainment gap between disadvantaged students and their peers

Raise the attainment of all students to close the gap created by COVID-19 school closures

To ensure all students have sufficient access to technology to complete their learning from home.

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers: (from PP strategy and supporting the School Achieving Excellence Plan)	
A	Low levels of literacy and Numeracy on entry to school
B	Some low levels of self regulation and poor oracy skills
C	Limited engagement or access to work in March Lockdown from some; especially disadvantaged, pupils

ADDITIONAL BARRIERS	
External barriers:	
D	Home learning environment and access to technology for significant number; especially disadvantaged pupils
E	PP lower than peers' attendance
F	Lower parental engagement of some PP students Text strategy, Significant adult, Y11 PP additional parents eve

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?**
Timetable	Timetable written to ensure covid secure, but with support for students to learn. Bubbles to operate for year group SEN bubble to be initiated LEAP bubble to be maintained Wellbeing and student support to be available in each bubble Students learn in specialist rooms	Students need to return to school feeling secure and supported in their learning. No student should be able to disrupt the learning of another student, but support should be in place for that student. Students should have full access to the curriculum. Some students will need additional support following time out of school - this may be pastoral/emotional	Reflection room allocated to every year group staffed by an LSA Year group bubbles meeting the full curriculum requirement for their Key Stage and requirements for GCSE SEN bubble staffed by HLTA and ELSA LEAP bubble maintained and staffed by HLTA/LSA	PED/SWA	June 2020 September 2020
Improve classroom pedagogy for on line learning	All staff confident in delivering on line lessons and improving all the time. All students able to learn effectively	If a bubble is sent home students should be able to learn in line with their peers who may still be in school. If school moves to full remote learning, staff and students are able to transition quickly through the use of the Google Classroom	Bespoke training following staff, student and parent surveys Lessons to observe from confident practitioners CPD offered in school and remotely Production of guidance and online tutorials Provision of additional devices and internet connection	WCU	Funding from CPD budget

	through remote learning			Ensure all staff have appropriately working devices.	
Disadvantaged Student champion	Member of staff to identify barriers to learning. Barriers then taken away. Member of staff to build relationships with parents to build trust and parental engagement. PP parents attendance at parents evening and school events will increase	We do not always know the specific barriers to learning that a student has. It can take some time to find this out, without asking the right questions at the right time. Parental engagement for this cohort in our school is low. Build parents confidence in the school and have a point of contact that they can trust.	Bi annual PP reviews to identify barriers and funding used to remove them Targeted support for option choices and college/6th form applications Funding directed to the specific things that will make the difference HLTA qualified to support with small group intervention where required.	ARU (and appointed member of staff)	
Literacy and Numeracy Teacher	Designated teacher with knowledge of KS2 to upskill and make rapid progress for our students in KS3 in Literacy and Numeracy. Students to 'graduate' from this class back into full KS3 curriculum.	Some disadvantaged students cannot access the full curriculum due to their low literacy and numeracy skills, this can manifest itself into behaviour issues and low self esteem. By improving these aspects, we will allow students to flourish	Data from Primary schools, reading ages and CAT scores will identify the students. Gaps will be identified and worked on. Groups will be relatively small, and may have some additional intervention during tutor time (reciprocal reading etc) Progress in baseline testing and reading ages will be tracked. This will also be in addition to their English, Maths, Accelerated reader and readingwise interventions	ARU, Director of English, Director of Maths	

				Total budgeted cost:	£60000

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?
Chrome books and internet access	All students are able to have access to 5 hours of learning per day. Priority to LAC then FSM students, then PP students with SEN, SEN then PP then wider students	Without access to devices or internet students cannot effectively learn during remote learning.	Regular contact with students and parents to ensure IT and internet access. Deploy DfE chrome books and dongles to those who need them. Buy further chrome books to ensure all have access. Those who cannot access internet at home, are invited into school as part of our vulnerable cohort 343 chrome books distributed to students, these can stay with the students until July to allow extended learning to continue.	ARU	Daily
Attendance strategy to ensure all students are engaged as fully as possible	All students, particularly PP students attend School at Home.	Students need to be engaged in their learning for their wellbeing and academic progress. The more students are able to keep up, the less they will need to catch up on our return to school	Rigorous tracking of attendance and engagement through E Praise (Jan 21 – Feb 21 registers taken once per each lesson – some doubles) Adapted Feb 21 to include every lesson Additional phones and phone credit for pastoral staff to implement strategy well.	ARU	Weekly

Low attendance students visited and meetings held	Barriers to learning removed, support put in place. All students attending live lessons	Any non- attendance to live lessons needs to be followed up and barriers removed and support provided.	Attendance text 10am Morning phone calls for Y11 and Y10 students with pattern of low attendance Home visits from Pastoral Managers and SLT Letter 1 and 2 written to parents to ensure support provided, but also echoing home school agreement Meetings held with students with low engagement EWO involvement	ARU	Daily
				Total budgeted cost:	£22,000

Direct Intervention					
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?**
Small group tuition (October 2020 and ongoing)	Identified students offered small group tuition from Science and Maths in Year 11. Y11 PP higher ability small group maths tuition – 10 weeks	National Tutoring Programme Students who have gaps in their knowledge or who are underperforming from our data should be offered additional opportunities to catch up. This could be through small group tuition or our own intervention plan	Identified students spoken to and asked to 'opt in' Rigorous monitoring of engagement and attendance Identified students for Science offered small group and 1:1 tuition with key areas to work on. Using My tutor, and their tracking tools.	ARU/KMN	January – students and parents not keen due to remote learning and screen time Feb – revisited, small number of students and parents

					keen for this to happen. To start 29th March 600 hours at £10 per hour
Year 11 intervention October – December	All PP attend at least 1 intervention per week.	Year 11 Data from March 2020, used to identify students who had limited access to devices for remote learning, or who had not settled coming back into school and all PP students.	Students aware, and targeted due to needs: Data capture and engagement on line from School remote learning 1 (March- June 2020)	ARU	Completed
Year 7-11 intervention (June/July 2020)	All students who struggled to engage given access to IT facilities and support to complete learning. Year 10 students prioritise coursework subjects	Students who could not complete coursework and practical subjects at home had the opportunity to attend school to catch up.	All subjects with coursework given a block of time with identified students to support and catch up. Y7-9 students were given support to catch up on Eng, Maths and Science in particular.	ARU	Completed
Y10 intervention April 2021 Students identified and invited. Staff identified and programme put in place	All students are caught up and are working at their target grade. Priority PP/SEN students	Y10 students have missed out on a great deal of their GCSE time, Easter 2021 will have an intensive intervention programme to cover all aspects of the curriculum. Our Y11 students are engaging well, our Y10 have a number of students who are struggling with remote learning, this is particularly for practical and coursework subjects	Students invited as per March 2021 Data and attendance/engagement tracker Relentless focus on getting students to attend. Attendance and engagement in the sessions monitored and supported	ARU/KMN	March, weekly

		(who have a higher number of PP/SEN students in their cohorts) Evidence from attendance tracker and E praise STEP/demerits – check with March assessment points.			
Y11 intervention April 2021 Students identified and invited Staff identified and programme put in place	All students in a position to complete assessments to the best of their ability All coursework element requirements are complete. HPA/DSB	Y11 need to revisit areas of the curriculum to ensure they are ready to sit assessments. Students need to revisit areas identified from March Mocks All students should complete coursework elements to the best of their ability and within specialist rooms and with specialist equipment e.g. DT, Perf Arts,	Students invited as per March 2021 Data and attendance/engagement tracker Relentless focus on getting students to attend. Attendance and engagement in the sessions monitored and supported	ARU/KMN	March, weekly
Y7 Reading wise and KS3 Accelerated reader	All students continue to get the reading support they require	Reading levels are key to students accessing the full curriculum	AR programme continuing through curriculum time. Readingwise programme continuing to run as extended learning	ARU/SRE/TGO	Weekly
NTP 1:1 tuition	Targeted intervention for Science and Maths students in Y10 and Y11 13 Y11 Science students 25 Y11 maths students	600 hours of tuition @ £10 Identify gaps in students learning and ensure that students can continue to support learning in school through 1:1 tuition to target any gaps.	Students invited for 10 sessions per data on attendance, progress and identified by teachers.	ARU	From March 29th

	22 Y11 Science/maths students				
Additional support Summer Term (£20,000) Extended learning support weekly Dedicated small group tuition	No student left behind. Whole school overview on where we are from March Data and programme of support and intervention put in place for all students in Y7, 8, 9, 10	Identify gaps in all students learning and ensure that students can continue to support learning in school through extended learning at home.	Students invited as per March 2021 Data and attendance/engagement tracker Relentless focus on getting students to attend. Attendance and engagement in the sessions monitored and supported	ARU	April 2021
Summer School re-engagement of disadvantaged students to support well being and academic progress	KS3 Free School Meal student to be invited for a week of activities: Forest School, Swimming, Arts and Crafts, Cooking and lifeskills (mini DofE)	60 FSM students identified who have been living in flats, small homes, crowded homes or temporary housing. Re-engage with school and love of learning. With activities to support well-being, activity levels and interests with more creative and outdoor activities. Many students have been sedentary throughout lockdown and covid.	60 of our most at need students to be identified, invited and work in small groups. Run by external providers supported by School staff (see proposal)	ARU	
Easter and Summer School Catch up	Students who were behind, or have subsequently fallen behind targeted for ongoing remote and face to face teaching throughout the summer	Students may not have been able to engage as fully with remote learning as others - digital divide, crowded living, wellbeing and mental health, lack of self regulation and resilience KS3 focus on literacy Y9 focus on options Y10 focus on gaps in knowledge	KS3 focus on literacy Y9 focus on options Y10 focus on gaps in knowledge Teachers can be offered additional hours, supply teachers, trainee teachers, Oak academy.	HOY/DOS/SLT	

			This can be run as face to face and remotely using live and recorded lessons. (Monitoring of this is the focus to view engagement, attendance and impact)		
			Total budgeted cost:		£20000 Academic Tuition (£7000 for summer school £13000 carry over to support Academic year 2021-2022)

ADDITIONAL EVIDENCE

Evidence to support strategy, **Lockdown 1**

March – July 2020 (Lockdown 1)

Academic Call log March- July 2020

Attendance register March 2020 Key worker and Vulnerable students

Monitoring folder for Lockdown 1

Lockdown 1 catch up registers and subjects:
Y11 Maths and English (169 students)
Y11 coursework and Y7-9 catch up (Y7 29, Y8 – 17, Y9 – 6, Y10 175)
Covid 19 addendum to SEF: here

March 2020 and November 2020 assessment data (KMN) - Year 11

March 2020 and November 2020 assessment data (KMN) - Year 10

October – December Intervention tracker and register (ARU)

Remote learning policy and addendum

Phase 4 guidance/policy

January 2021 onwards (Lockdown 2)

Remote education guidance plan for staff

DFE Remote Education Provision

Attendance registers for vulnerable and key worker students January 2021

Attendance trackers for Remote learning January 2021

January 2021 Year group Year 7 Year 8 Year 9 Year 10 Year 11 call logs, initial to identify barriers to learning

Vulnerable call logs January 2021 and ongoing

Attendance letters 1 and 2 for January 2021

November Y11 mocks priority group (KMN) - second tab

November Y10 priority group (KMN) - second tab

Curriculum plan through lock down 1 (phase 4)

Curriculum plan alterations for lockdowns

Staff, student and parent survey January 2020

Online assessment weeks March 2021, included Y11 mocks and students identified to be in school and letter

Additional staffing:

Disadvantaged Student Champion Job Description

Literacy and Numeracy Teacher Job Description

Lealands High School

Your school's data for the most recent year (2019)
● All of your pupils. ⑦
● Your disadvantaged pupils. ⑦

1020	22.5%	£214,582
TOTAL PUPILS	PUPIL PREMIUM %	PUPIL PREMIUM ALLOCATION

All of your pupils

-0.61	34	24	3.05
PROGRESS 8	ATTAINMENT 8	5+ (E&M)	EBACC SCORE

Your disadvantaged pupils

-0.82	29.6	19	2.59
PROGRESS 8	ATTAINMENT 8	5+ (E&M)	EBACC SCORE

- [Sutton Trust report](#)
- [DfE's catch-up premium guidance](#)
- [EEF's COVID-19 support guide for schools](#)