COVID-19 catch-up premium report

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	773	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£57,760		

Priorities

Attainment of PP students
KS3 reading

Aims

Ensure remote learning includes effective feedback
Maximize engagement in home learning
Improve engagement in reading
Close gaps in missed work
Provide staff CPD to support remote learning
Ensure the curriculum meets the needs of all learners
Ensure all students have the resources required for home learning
Ensure the curriculum can be delivered under covid restrictions
Deliver covid friendly enrichments activities

Planned expenditure for current academic year

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve remote learning experience to include feedback	Visualisers to enable teachers to provide feedback for remote learning	Staff and parent feedback and research suggests that feedback on work set will improve outcomes	QA of remote learning as part of LM. Staff, parent and student feedback	SLT line managers	Ongoing
	Wacom for Art	The ability to model drawing is crucial in art teaching	QA of remote learning. Staff, parent and student feedback	SLT line managers	Ongoing

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	Departments to bid for electronic resources to support home learning	Staff and parents state that online text books and digital resources, for example MfL spoken language resources are needed for remote learning.	QA of remote learning as part of LM. Staff, parent and student feedback	SLT line managers	Ongoing
	Catch up calls for vulnerable students who are self isolating	Staff and parent feedback indicates that some students struggled to engage with remote learning	Line management meetings with PSOs	MY	Ongoing
Improve engagement in remote learning	Staff to record introduction and teaching activities for remote learning	Parent feedback and research indicates that instructions are clearer when delivered verbally. Students appreciate and respond to their own teacher.	QA of remote learning as part of LM. Staff, parent and student feedback	SLT line managers	Ongoing
Improve reading	Member of staff to improve engagement in reading for reluctant readers. Use survey for literacy.org to baseline.	Pupil voice suggests that a contributing factor to low reading scores is lack of engagement	QA of sessions. Measurements from baseline. Use HTA intervention report.	SI	Ongoing

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	Accelerated reader for students identified by NGRT. Sessions to run before school, during PE and at home.	Students reading scores below age related. EEF +2mnths	QA of sessions. Online data re engagement and improvement. Use HTA intervention report.	AWE/ROB	Ongoing
	Academic mentors to support in English and maths. Deliver support sessions before and after school or during core PE time to focus on individual targets for improvement. In class support. Support with remote learning through phone calls to discuss academic difficulties.	Not all students engaged well during lock down and have gaps in their learning	QA of sessions. Measurements from baseline. Use HTA intervention report.	AWE	Ongoing
	National tutoring programme to support students who are below target and not well supported at home.	Not all students engaged well during lock down and have gaps in their learning	QA of sessions. Measurements from baseline. Use HTA intervention report.	AWE	Ongoing
Close gaps for missed work during lock down	Numeracy across the curriculum	Not all students engaged well during lock down and have gaps in their learning. These gaps can be closed by developing a common approach to numercy across the curriculum.	Cross curricular skills to feature in all QA. Added to core agenda of LMM.	AWE	Ongoing

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	Literacy across the curriculum	Not all students engaged well during lock down and have gaps in their learning. These gaps can be closed by developing a common approach to literacy across the curriculum.	Cross curricular skills to feature in all QA. Added to core agenda of LMM.	SI	Ongoing
	Cross curricular work	Not all students engaged well during lock down and have gaps in their learning. These gaps can be closed by developing a common approach to skills and themes across the curriculum.	Cross curricular skills to feature in all QA. Added to core agenda of LMM.	SI	Ongoing
	Recording of lessons	Parent feedback and research indicates that instructions are clearer when delivered verbally. Students appreciate and respond to their own teacher.	QA of remote learning as part of LM. Staff, parent and student feedback	SI	Ongoing
Provide CPD for staff	T&L focus from HPL	Improvements in resilience and metagonition essential for remote learning and improving attainment	Impact forms	SI	Ongoing

	Professional Learning Programme from RADY	The gap for disadvantaged students increased during lock down. PLP focus is disadvantaged students	Impact forms	AWE	Ongoing
	RAP meetings to include remote learning sharing of best practice.	Remote learning will continue to be a feature for the rest of the academic year	Mins from meetings	AWE	Ongoing
Ensure the curriculum meets the needs of all learners	Expand the deep dive process across all departments.	Deep dive process to identify a clear action plan to ensure the curriculum meets the needs of all learners	Deep dive reports. Action plans. Termly reviews of progress towards targets. DDPs	SLT line managers	Ongoing
	Audit of SoL to identify home learning topics	Staff feedback inidcates that some topics are easier to deliver remotelt. Some targets require more teacher imput and so should be delivered in school. Departments need to be ready for any whole year group closure.	Audit of SoL	SLT line managers	Ongoing
Ensure all students have the resources required for home learning	Elevate sessions for parents and students	Parent and pupil voice indicates that not all students and parents have the skills needed to support home learning including revision.	Feedback from parents and students	AWE	Ongoing

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	Study skills units	Parent and pupil voice indicates that not all students and parents have the skills needed to support home learning including revision.	Feedback from parents and students	AWE	Ongoing
	Laptops	Parent survey has indicated that some students are working on phones or shared laptops	Ensure all laptops are issued	AWE	October half term
	Virtual afternoon tea meeting for PP parents to improve parental engagement and support for remote learning.	Parent and pupil voice indicates that not all students and parents have the skills needed to support home learning including revision.	Feedback from parents and students	AWE/WV	Nov-20
	Stress management sessions delivered to all students	Parent and pupil voice indicates that some students have struggled with lock down and associated concerns with missed work.	Feedback from parents and students	SP/LW	Ongoing
	Small group stress management sessions for students who require it.	Parent and pupil voice indicates that some students have struggled with lock down and associated concerns with missed work.	Feedback from parents and students	SP/LW	Ongoing
Ensure the curriculum can be delivered under Covid restrictions	Key boards and mice for all learners	Students unable to share resources	Ensure all resources are issued	JH	Oct-20

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| | Remote clickers for staff due to restricted movement around the classroom | Staff movement is restircted. | Ensure all resources are issued | JH | Nov-20 |
| Covid friendly enrichment activities | Outward bound | Pupil voice suggests that a number of students have not engaged in enrichment activities during lock down. | QA of sessions. Feedback from students | AWE | Feb 21 |

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