COVID catch-up premium report

COVID catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	973	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£77,840		

STRATEGY STATEMENT

The school's catch-up priorities:

- To ensure students receive great teaching (first quality teaching) in all subjects and in all year groups, including developing staff understanding of strategies to support memory and recall.
- To ensure all those who are transiting between phases receive appropriate support
- To support those who are below age related expectations through small group and one to one tuition
- To support parents and carers
- To ensure all students have adequate access to technology should they have to isolate or complete remote education

Core approaches and how these will contribute to helping pupils catch up missed learning:

- Utilising guest speaker speakers to support teacher pedagogical development
- To support the transition process for Year 6 and Year 11 students through contact and additional induction days and support
- To put in place small group and one to one support from the primary trained teacher to support students in catching up when they are below age related expectations
- To raise the aspirations of students through a program of small group work with disadvantaged students to look at key areas outside the curriculum such as careers, work ethic, mental health etc.
- To purchase revision books for students where parents are unable to do so to support at home learning
- To extend school time for students in Year 11 to support them in catching up on missed work
- To purchase laptops and dongles for students who have limited access to technology to support them in accessing remote learning / online work should they have to isolate / in the case of a lockdown

The overall aims of your catch-up premium strategy:

- To reduce the attainment gap between your disadvantaged pupils and their peers
- To raise the attainment of all pupils to close the gap created by COVID-19 school closures
- To ensure those without technology are not further disadvantaged should they have to isolate or should there be a further lockdown.

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	Students who are below age related expectations in English and maths on entry to Year 7 and have missed schooling due to lockdown and so are even more behind
B	Students who were unable to access learning during lockdown due to support at home / access to technology etc. are now behind in their learning and the gap between those who were able to work and those who weren't (mainly disadvantaged students) has widened
C	Students have missed content teaching and also retrieval and exam pratcise to support them in accessing assessments at a later date e.g. Year 11 exams

ADDITIONAL BARRIERS	
External barriers:	
D	Students who have limited access to technology and suitable places to work are unable to catch up as effectively and work in a suitable way during periods of isolation and / or lockdown
E	Students who are at home in difficult circumstances and are struggling with the uncertainty of the situation have increased stress, anxiety and mental health problems. This affects their ability to focus on their school work and make appropriate progress.
F	

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?
Supporting great teaching: • Guest speakers on memory and recall, dual coding during the year to support teachers on utilising these strategies in their teaching • Visualisers bought for all staff to encourage active marking and feedback and modelling good work • White boards bought for all students to aid with starters, especially based on recall • Guest speaker on 'mark, plan, teach' to focus on importance of assessment and feedback for students	Teachers are better equipped to support students in lessons, with a focus on their ability to retain knowledge and retrieve this at a later date. The focus on modeling work will also support students to develop their answers and feedback. Evidence seen through learning walks, assessments and teacher and student feedback.	EEF COVID 19 support guide for schools Development of T&L focus in school based on experience from teach meets etc.	Organisation of guest speakers and evaluation of this after the event to check effectiveness Use of QA systems such as learning walks and book checks to ensure this is infiltrated into teaching practice	ZA / SH / AB	After each guest speaker After learning walk fortnights

Transition Support: • Intensive transition support for all families new to Stanborough including a personal tour for all vulnerable students; phone calls to all parents from the SLT; transition day in September for Year 7 without other students in school; virtual transition evening in November using the video element of the Parents Booking System.	Students are able to settle into life at Stanborough effectively and are able to manage the workload and pressures of secondary school despite time out prior to their transition. Students with additional needs are also highlighted early and appropriate support, e.g. The nest (nurture) or The Hive (literacy and numeracy support) is put in place.	Experience from previous transitions EEF COVID 19 support guide for schools	Overseen by deputy head and Year Leader for Year 7. Regular meetings with SEND team and SLT to track implementation of program.	TB	Spring Term 2021
				Total budgeted cost:	£6,000
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?

One to one and small group tuition: • Catch up support for small groups of Y7-8 students from our primary trained teacher to support those entering below aged related expectations • Y12 tuition for Y11 students in core subjects	Students who are below age related expectations in their school work and / or who have low CATS and LUCID scores are identified for additional support from our primary trained teacher. Students are regularly assessed during their time in these interventions to ensure the right support is in place. Students leave the program with more confidence but also having developed in a key area that was causing problems e.g. reading fluency.	Advice from Pupil Premium review Oct 2019 EEF tool on catch up	Employment of a trained primary teacher to ensure the right support is in place, regular assessment and tracking of these students to ensure support is in place	MB / KJ / ED	Half termly

Intervention programmes: • Raising aspiration groups in Y7-11 run by deputy year leader each term to work with small groups of disadvantaged students on learning, mental health and aspirations • Elevate program for Year 11 • Accelerated reader program for Year 7	Students who are classed as disadvantaged and others who struggled to access work during lockdown are targeted for weekly intervention focusing on raising aspirations, careers, mental health etc. These students will feel supported and have a greater focus in school. Assessed through student voice. The elevate program for Y11 focuses students on their future and raising aspirations. Assessed through student voice. Accelerated reader in Year 7 improves students' reading, comprehension and fluency as well as helping to foster a love of reading, all key skills to access education. This is assessed individually through online tests.	EEF advice Evidence form other schools who use accelerated reader	Deputy year leaders run the raising aspirations program so they have a good knowledge of students and their needs. The accelerated reader program is run by the English department who have been trained and the school librarian who is trained and experienced in running this program.	DYLs / ED ZA / LF / NW / POC	Termly
Extended school time: • LRC open until 5pm for Year 11 • Revision sessions in half term and Easter for Year 11	Students have time to study in an appropriate environment with technology and are supervised and supported.	EEF COVID 19 support guide for schools	Overseen by SLT and pastoral team for Y11 with students targeted using performance data	DK / SH / AZW / JH / NW	After each PU
				Total budgeted cost:	£24,000
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?
Supporting parents and carers: • Purchasing revision books for Y11 disadvantaged students to support their revision • Study packs available for all students in Year 11 and equipment available for students in the year leaders offices • Producing booklets for students isolating to support their learning	To support parents who are unable to purchase revision guides for their children so that students have access to revision material in the lead up to exams and assessments. Booklets of core work and revision websites are available for those isolating to support parents in ensuring students do not fall too far behind.	EEF COVID 19 support guide for schools	Overseen by PP coordinator and Year Leader Students identified using in school date to ensure most needy students receive support.	ED / AZW / ZA	During any incident of isolation / lockdown
Access to Technology: • Purchase lap tops and dongles to lend out to students without IT access should they have to isolate and access online learning as a group • Purchase laptops to support staff to deliver online lessons in the event of a lockdown or isolation • Updating school computers to support students in completing NEA work and class work in school	To ensure all students have access to technology and are able to work remotely if needed. To ensure the technology in school support students to catch up on missed work in school	EEF COVID 19 support guide for schools	Year leaders and IT support oversee who receives lap tops so a record is kept and reasons for need noted e.g. FSM / SEND etc.	AZG / ED AZG	When needed Oct 2020
				Total budgeted cost:	£30,800

ADDITIONAL INFORMATION
In addition to these interventions we will continue with our other support packages as outlined in the Pupil Premium strategy which is available on the school website.