

# CATCH UP PREMIUM COVID-19

December 2020



## Catch-up Funding

Following the 2020 lockdown due to the COVID-19 pandemic we received an additional amount of money to provide catch-up support for those pupils that require it. To utilise this additional funding in the best possible way we have considered closely the research and advice put forward by the EEF, considering our pupil's academic and personal development to inform our decisions. The money has been allocated under the three headings of

- 1) Teaching and whole school strategies – supporting great teaching and transition support, pupil assessment and feedback
- 2) Targeted support- one to one and small group tuition, Intervention programmes and extended school time
- 3) Wider Strategies- Supporting parents and carers, Summer support, Access to Technology

page 2	Closure 2 Laptops	<b>£20,000</b>	ALL
page 3	Catch up literacy	£5,000	SEND
page 4	Pass survey	£2,500	
page 5	Headspace	£1,500	
page 6	Transistion	£1,000	
page 7	Catch up numeracy	£5,000	
page 8	Clicker 8	£2,700	
page 9	CAT testing	£2,000	
		<b>£19,700</b>	
page 10	GCSE pod	<b>£3,000</b>	IB U SLT i/c intervention
page11	Complete Maths CPD	£756	Maths
page11	Intervention staffing	£1,000	
page11	Revision Packs	£1,500	
page 11	HPA booklets for yr11	£480	
		<b>£3,736</b>	
page 12	Intervention staffing	£900	English
page 12	Masolit lectures for pupils	£450	
page14	Books for whole school reading	£7,920	
		<b>£9,270</b>	
page 15	Intervention staffing	£2,000	Science
page 15	Virtual practicals and software	£680	
		<b>£2,680</b>	
page 16	<b>Revision Guides</b>	<b>£1,050</b>	RE
page 16	<b>ZIGZAG</b>	<b>£1,800</b>	
		<b>£2,850</b>	
page 17	Revision Books and workbooks	£250	PE
page 17	After school intervention	£1,000	
		<b>£1,250</b>	
page 18	12 Laptops	£600	DT
		<b>£600</b>	
	<b>Grand Total</b>	<b>£63,086</b>	

EEF Recommended Strategy	EEF Rationale	Implementation in all subjects	Cost	Expected impact
<b>Wider Strategies</b> <ul style="list-style-type: none"> <li>Access to Technology</li> </ul> Partial Closure Two	Pupils' access to technology has been an important factor affecting the extent to which they can learn effectively at home. Lack of access to technology has been a barrier for many disadvantaged children	Laptops for pupils without devices or sharing	£20,000	Pupils can learn at home and access their pre-recorded lessons during the second lockdown.
How will the impact be monitored?	Increased engagement with ClassCharts Improved home learning for all students			

EEF Recommended Strategy	EEF Rationale	<b>Implementation in SEND</b>	Cost	Expected impact
Targeted Support <ul style="list-style-type: none"> <li>Intervention programmes</li> </ul>	'In order to support pupils who have fallen the furthest behind, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary'.	<b>Catch up literacy</b>  Identify pupils for intervention  Deliver & monitor interventions	£4000 training fees  £1000 books	Increased reading age  Improved curriculum access  Increased engagement in lessons
How will the impact be monitored?	Assessments linked to the Catch-Up Literacy intervention			

EEF Recommended Strategy	EEF Rationale	<b>Implementation across the school</b>	Cost	Expected impact
Targeted Support <ul style="list-style-type: none"> <li>Intervention programmes</li> </ul>	'In order to support pupils who have fallen the furthest behind, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary'.	<p><b>Pass survey</b> completed for all pupils</p> <p>Identification of pupils who may require additional support and intervention from MHC's</p> <p>MHC's to provide support for those pupils who require it.</p>	£2500 PASS Survey and administration	Increased reading age Improved curriculum access Increased engagement in lessons
How will the impact be monitored?	Pass survey completed after time has elapsed			

EEF Recommended Strategy	EEF Rationale	<b>Implementation across the whole school</b>	Cost	Expected impact
Targeted Support <ul style="list-style-type: none"> <li>Intervention programmes</li> </ul>	'In order to support pupils who have fallen the furthest behind, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary'.	<b>HEADSPACE</b> Identification of pupils  Intervention delivered  Intervention reviewed	£1500 for Headspace	Improved awareness of wellbeing tools for pupils to identify triggers and know the strategies to keep themselves well.
How will the impact be monitored?	Pupils better able to manage their own Mental Health and wellbeing			

EEF Recommended Strategy	EEF Rationale	Implementation in SEND	Cost	Expected impact
Wider Strategies <ul style="list-style-type: none"> <li>• Summer support</li> </ul>	'In order to support pupils who have fallen the furthest behind, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary'.	Transition  Sessions to prepare Y 6 pupils for the Y7 curriculum	£1000	Preparation for Secondary school and engagement in learning activities
How will the impact be monitored?	Pupils feel more confident about starting secondary school			

EEF Recommended Strategy	EEF Rationale	<b>Implementation across the school</b>	Cost	Expected impact
<b>Targeted Support</b> <ul style="list-style-type: none"> <li>Intervention programmes</li> </ul>	'In order to support pupils who have fallen the furthest behind, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary'.	<b>Catch up numeracy</b>  Identify pupils for intervention  Deliver & monitor interventions	£4000 training fees  £1000 resources  Staff time not included	Increased numeracy age  Improved curriculum access  Increased engagement in lessons
How will the impact be monitored?	Assessments linked to the Catch-Up Numeracy Intervention			



EEF Recommended Strategy	EEF Rationale	Implementation in SEND	Cost	Expected impact
<p><b>Targeted Support</b></p> <ul style="list-style-type: none"> <li>Intervention programmes</li> </ul>	<p>'In order to support pupils who have fallen the furthest behind, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary'.</p>	<p><b>Clicker 8</b> Installation of software</p> <p>Sharing information with teachers</p>	<p>£900 for 10 pupils £2700 for all pupils</p> <p>Installation £500 of Clicker 8</p>	<p>Increased literacy</p> <p>Improved curriculum access</p> <p>Increased engagement in lessons</p>
<p>How will the impact be monitored?</p>	<p>Pupils to achieve writing success</p> <p>Achievement levels and engagement within lessons</p>			

EEF Recommended Strategy	EEF Rationale	Implementation in SEND	Cost	Expected impact
<p><b>Targeted Support</b></p> <ul style="list-style-type: none"> <li>Intervention programmes</li> </ul>	<p>'In order to support pupils who have fallen the furthest behind, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary'.</p>	<p><b>CAT testing</b></p> <p>Identify pupils who may have a masked ability</p> <p>Share information with subject teachers</p> <p>Further assessment or intervention where required</p>	<p>£2000 software</p> <p>Analysis time £1000</p> <p>Follow up support £2000</p>	<p>Increased understanding of possible masked difficulties</p> <p>Improved curriculum access</p> <p>Increased engagement in lessons</p>
<p>How will the impact be monitored?</p>	<p>Pupils receive appropriate support for their needs All pupils have been assessed</p>			

EEF Recommended Strategy	EEF Rationale	<b>Implementation in all subjects</b>	Cost	Expected impact
<b>Targeted Support</b> <ul style="list-style-type: none"> <li>Intervention programmes</li> </ul>	'In order to support pupils who have fallen the furthest behind, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary'.	<b>GCSE POD</b> Year 10+11 DA Pupils SEND Pupils	£9000 – 3 year rolling contract.  £3000 PA	All GCSE pupils will have access to online support. This will be via revision videos and online quizzes and revision.
How will the impact be monitored?	GCSE Pod – Usage will be monitored and broken down by: - Pupil Subject Number of streams Number of Pods downloaded Assessments undertaken and improvement in outcomes DA and SEND pupil use			

	EEF Rationale	Implementation in Maths	Cost	Expected impact
<b>Supporting great teaching</b>	'Great teaching is the most important lever schools have to improve outcomes for their pupils' Ensuring every teacher is supported and prepared for the new year is essential to achieving the best outcomes for pupils	Subscribing to complete maths CPD college.	£756	Improved teaching
How will the impact be monitored?	Key CPD identified by RWH. Sessions to take place every Monday. Impact measured in QA and pupil voice.			
<b>Targeted Support</b> <ul style="list-style-type: none"> <li>Intervention</li> <li>Small group tutoring</li> </ul>	There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy.	Higher pupils to do maths catch up in place of PE.  After school session on Thursdays	£1000 HFCS maths staff	Pupils able to answer all the higher questions.  Improved confidence with answering GCSE questions. Cost: 20 x 1 hour teaching
How will the impact be monitored?	Mock, answering questions covered during intervention Pupil voice Observation of sessions			
<b>Wider Strategies</b> <ul style="list-style-type: none"> <li>Supporting parents and carers.</li> </ul>	Providing additional books and educational resources to families.	Revision packs for year 11 pupils. Letters sent to parents encouraging use.  Practice books provided for High prior attainment pupils	150 x £10  60 x £8	Improved performance at GCSE  Pupils aiming for Higher will not be adversely affected by Mixed ability teaching in year 10
How will the impact be monitored?	Books taken in regularly to ensure completion Pupil voice undertaken by SLT			

EEF Recommended Strategy	EEF Rationale	Implementation in English	Cost	Expected impact
<p><b>Targeted Support</b></p> <ul style="list-style-type: none"> <li>Intervention Programme for Year 11 pupils with DA/SEND profile from Mid and High Prior Attainment profile – focus on boys in particular</li> </ul>	<p>‘In order to support pupils who have fallen the furthest behind, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary’.</p>	<p>Identification of pupils for intervention. Weekly after school sessions on core knowledge on themes/character/setting from key texts in English Literature Materials shared with other staff not leading sessions.</p>	<p>Additional costs for teaching out of hours £1000</p>	<p>By ensuring that all children have access to support to target vital learning those most at risk will be targeted for improving their knowledge.</p>
<p>How will the impact be monitored?</p>	<ol style="list-style-type: none"> <li>Feedback from class teacher via assessment in lessons (via retrieval practice activities and questions), formal assessments and interviews with pupils.</li> <li>Feedback from intervention teachers on efficacy</li> </ol>			
<p><b>Supporting Great Teaching</b></p>	<p>Providing opportunities for professional development—for example, to support curriculum planning – and to also provide support for extension work for pupils</p>	<p>Targeted lectures given to specific groups of pupils (with a focus on high PA) for challenge and extension and used for staff cpd in additional meeting time</p>	<p>£450 for Massolit subscription for one year</p>	<p>Ensuring that gaps in knowledge are targeted and addressed Use of Massolit subscription to provide additional support for specific groups of pupils and to also provide valuable subject knowledge CPD for staff</p>

How will the impact be monitored?	Feedback from class teacher via assessment in lessons (via retrieval practice activities and questions), formal assessments and interviews with pupils.			
<b>Supporting Great Teaching</b>	'Early career teachers, who may have had opportunities to develop their practice curtailed by school closures, are particularly likely to benefit from additional mentoring and support.'	Cover provided for additional coaching observation lessons (using the IFT/Ambition Instructional Coaching model) for LMI in English – one lesson a week	Cost of cover managed within the faculty	Focused support for developing practice for EC Teachers
How will the impact be monitored?	Feedback from teachers concerned and coach			
<b>Targeted Support</b> intervention in year 8 and 9	A particular focus for interventions is likely to be on literacy and numeracy. For example, there is extensive evidence showing the long-term negative impact of beginning secondary school without secure literacy skills. Programmes are likely to have the greatest impact where they meet a specific need,	Reading in form time modelled by tutors reading high quality texts to their form groups – funding needed for text purchase	Cost of books – 3 books for every pupil in Years 7 and 8 over the year 2020-21.  £8 per book 330 pupils = £2640 Three times =£7920	Modelled reading practice on a regular basis throughout Years 7 and 8 should provide a groundwork of word knowledge and reading approaches for every pupil.

	such as oral language skills or aspects of reading, include regular sessions maintained over a sustained period and are carefully timetabled to enable consistent delivery.			
How will the impact be monitored?	Use of questionnaires and QA of from time to assess impact			

EEF Recommended Strategy	EEF Rationale	Implementation in Science	Cost	Expected impact
<b>Targeted Support</b> <ul style="list-style-type: none"> <li>Intervention programmes</li> </ul>	<p>'In order to support pupils who have fallen the furthest behind, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary'.</p>	<p>Identification of pupils for intervention. Weekly after school sessions on threshold concepts and knowledge to address gaps in learning. Materials shared with other staff not leading sessions.</p>	<p>£2000</p>	<p>By ensuring that all children have access to support to target vital learning those most at risk will be targeted for improving their knowledge.</p>
<p>How will the impact be monitored?</p>	<p>DC data will be used to identify pupils in most need of intervention strategy and used to monitor impact, along with pupil voice and teacher feedback.</p>			
<b>Wider Strategies</b> <ul style="list-style-type: none"> <li>Access to technology</li> </ul>	<p>"Studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months' progress. However, there is considerable variation in impact.</p> <p>Evidence suggests that technology approaches should be used to supplement other teaching, rather than replace more traditional approaches."</p>	<p>Subscription to online learning platform to enable core practicals to be accessed when currently made very difficult by Covid restrictions. Visualisers would make demonstrations of practical work much more valuable and accessible to all pupils in the class Coresciences.co.uk</p> <p>Visualisers for classroom teaching.</p>	<p>Cost of subscription and cost of visualisers = £680</p>	<p>Enhanced provision for all pupils to enable them to access learning through core practicals despite being unable to undertake them fully in the lab.</p> <p>Improved resources – virtual core practical learning platform subscription.</p>
<p>How will the impact be monitored?</p>	<p>Improved scores in assessments – DC data. Pupil voice. Teacher survey</p>			



EEF Recommended Strategy	EEF Rationale	Implementation in RE	Cost	Expected impact
<p>Teaching and Whole School Strategies-</p> <ul style="list-style-type: none"> <li>• Supporting great teaching</li> <li>• Pupil assessment and feedback.</li> </ul>	<p>Great teaching is the most important lever schools must improve outcomes for their pupils.</p> <p>Assessment can help teachers determine how to support their pupils most effectively.</p>	<p>Revision guides: Y10. The OXFORD revision guides are excellent, with comprehensive coverage of content and assessment for a very low unit cost.</p>	<p>Y10 revision guides x175: around £1050 including discount.</p> <p>Zig Zag: around £1800, before discount.</p>	<p>GCSE Religious Studies is sat by all our pupils. Their learning continuity, and the recording of that learning, has been significantly disrupted through COVID. This provides a further obstacle to the already significant adversity our school faces relating to this GCSE. A revision guide for all Y10s will compensate for this by helping to plug gaps in knowledge and understanding, by facilitating a long-term programme of revision and reinforcement of learning, and by allowing pupils to revise effectively at the end of the course.</p> <p>As above, Y12 and Y13 revision guides will compensate for COVID disruption by helping to plug gaps in knowledge and understanding, by facilitating a long-term programme of revision and reinforcement of learning, and by allowing pupils to revise effectively at the end of the course. This is additionally important for Y12, helping to develop content recall and exam technique in the light of them lacking revision practice and exam experience.</p> <p>The Zig Zag suite of resources will significantly enhance teaching, revision and homework provision. It has the bonus of being reusable with every cohort for the duration of the specification.</p>
<p>How will the impact be monitored?</p>	<p>Revision guide distribution, deployment, usage and impact will be monitored by CMB as part of quality assurance, being an integral part of our pedagogy through 2020-21 and 2021-22.</p> <p>Zig Zag deployment, usage and impact will be monitored by CMB as part of quality assurance, being an integral part of our pedagogy from 2020-21 onwards.</p>			

EEF Recommended Strategy	EEF Rationale	Implementation in PE	Cost	Expected impact
<b>Targeted Support</b> <ul style="list-style-type: none"> <li>Intervention programmes.</li> </ul>	To support pupils who have fallen the furthest behind with particular focus on DA / SEND pupils or pupils with poor attendance.	Identification of pupils for intervention. Threshold concepts and knowledge to address gaps in learning because of the number of lessons missed.  Purchase 20 BTEC First revision guides at £5.81 and 20 BTEC First in sport revision books at £6.25.	Additional costs for resources.  Approx. £250	By ensuring that all children have access to support to target vital learning those most at risk will be targeted for improving their knowledge.  Improved grades.
How will the impact be monitored?	Identified pupils' attendance will be monitored as well as their progress through vigorous analysis of data.			
<b>Targeted Support</b> <ul style="list-style-type: none"> <li>Intervention classes for DA / SEND in Year 11 BTEC Sport</li> </ul>	'In order to support pupils who have fallen the furthest behind, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary'.	Weekly after school sessions on threshold concepts and knowledge to address gaps in learning. Materials shared with other staff not leading sessions. Children have been identified	£1000 Additional costs for teaching out of hours .	By ensuring that all children have access to extra to target vital learning those most at risk will be targeted for improving their knowledge.  Improved grades.
Two classes of approximately 8 pupils per week. Attendance registers to be taken. Monitor data and continuously monitor assignments				

EEF Recommended Strategy		<b>Implementation in Design Technology</b>	Cost	Expected impact
<p><b>Wider strategies</b></p> <ul style="list-style-type: none"> <li>• Access to technology</li> </ul> <p>Greater access to ICT facilities in Design Technology</p>	<p>'In order to support pupils to access higher grades in this subject and specifically PP pupils who struggle to access good quality ICT facilities at home.</p>	<p>Identification of pupils to specifically benefit from access to facilities. Showing pupils how to access online resources such as GCSE Bite size and using subject specific software as required in the syllabus.</p>	<p>12 mid-range laptops approx. £400-500 each.</p> <p>Approx. cost – £600 in total.</p>	<p>By ensuring that all children have access to ICT and PP pupils I would expect to see GCSE pupils improving their exam-based knowledge through better and more focused revision using online facilities and improving their design work through access to subject specific software. This should raise the final grades of the pupils involved nearer to their target levels.</p>
<p>How will the impact be monitored?</p>	<p>The impact will be monitored by specifically reviewing the exam data to see if grades have improved in the exam based and folder-based aspects of the GCSE DT course.</p> <p>Pupils will also be monitored throughout the course to determine if they are more confident in accessing online resources and are using them frequently in a systematic manner to support their own learning.</p>			