

# COVID-19 catch-up premium report

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## COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	691	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£55280		

## STRATEGY STATEMENT

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. The school believes that the needs of the vast majority of learner will be met by high quality, wave one provision, with teachers who know them well, can identify and act upon gaps in their learning.

The DfE has also set out the 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: 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. 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.

Schools should use this funding for specific activities to support pupils to catch up for lost teaching time over the previous months. To support schools to make the best use of the funding, the EEF has published a support guide:

<https://educationendowmentfoundation.org.uk/covid-19-resources/covid-19-support-guide-for-schools/#nav-covid-19-supportguide-for-schools1>

1. High Quality Teaching for all
2. Targeted Academic Support
3. Wider Strategies

## BARRIERS TO FUTURE ATTAINMENT

### Academic barriers:

A	Gaps in learning due to lockdown. This could be gaps in content or application of learning, leading to less secure and embedded knowledge.
B	Gaps in learning across key stages and transition phases.
C	Literacy (Reading habits) especially for those students from disadvantaged backgrounds

## ADDITIONAL BARRIERS

### External barriers:

D	Impact upon Attendance
E	Lack of access to technology/resources at home
F	Increase in mental health issues

## Planned expenditure for current academic year

Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?
Ensure the highest standard of Quality First Teaching across all subject areas.	Whole school focus on the curriculum implications of COVID recovery Implementation of the Glebelands way and Supporting SEND students with regular input by SLH and MFK. Staff to be given time in departments to work on pedagogy. Single person departments will work as a group and avail of other schools via SaFE.	What happens in the classroom has the single biggest impact on a student progress. (Rowland, M 2021)
CPD throughout the year to cover whole class strategies and teaching of 95-minute lessons.	Whole school CPD sessions based around our principles of teaching. This is based on the book 'Teaching WALKTHRU's'. Departments given time fortnightly to work together to the curriculum and learning pedagogy throughout the year.	Education Endowment Foundation (EEF) research suggests that focusing on the high quality of wave one teaching, through CPD, is the best way to try to address the gap between the advantaged and disadvantaged students
Purchase visualisers for teachers and classrooms	Each teacher equipped to allow a hybrid situation where a percentage of students are self-isolating. It will also staff needing to self-isolate stream their lessons live into school.	
Purchase electronic devices for students to ensure all have access to live lessons from home	This will allow students to access live lessons and all online learning resources whether for homework or periods of self-isolation.	It is the school belief that every student should have the same opportunities irrespective of socio-economic background. Without these devices it would be impossible for some students to access learning from home making it impossible to fulfil their potential.
Small group tutoring	Students in Year 11 to receive small group tuition after school.	NTP research indicates that small group tuition improves student progress  <a href="https://nationaltutoring.org.uk/news/why-should-schools-utilise-the-national-tutoring-programme/#:~:text=Tutoring%20can%20have%20a%20positive,can%20register%20for%20the%20programme.">https://nationaltutoring.org.uk/news/why-should-schools-utilise-the-national-tutoring-programme/#:~:text=Tutoring%20can%20have%20a%20positive,can%20register%20for%20the%20programme.</a>

Boost Sessions	The timetable will be created so all students in Yr 11 receive an extra 20-minute lesson in every GCSE subject fortnightly. This sessions are based on regular retrieval practice to support	<a href="https://www.teachertoolkit.co.uk/2019/04/23/retrieval-practice-for-revision">https://www.teachertoolkit.co.uk/2019/04/23/retrieval-practice-for-revision</a>
Increase number of LSAs to support students in class.	We have employed some extra LSAs to support in lessons and help run intervention groups. Some will be ELSA trained to support with academic progress and mental well-being. We will also utalise child-wellbeing practitioners to support the mental well being of some students.	<a href="https://www.acamh.org/research-digest/childrens-wellbeing-practitioner">https://www.acamh.org/research-digest/childrens-wellbeing-practitioner</a>  <a href="https://www.elsanetwork.org/wp-content/uploads/2017/11/Impact-of-ELSA-on-Children-in-Care-Spring-2018.pdf">https://www.elsanetwork.org/wp-content/uploads/2017/11/Impact-of-ELSA-on-Children-in-Care-Spring-2018.pdf</a>
Increase number of lessons in mathematics and English in KS4	This will provide KS4 students extra time to catch up on any missed learning during previous years home learning.	Make every moment a literacy moment for disadvantaged students. Marc Rowland An updated guide to the Pupil Premium (2015) and Alex Quigley Closing the Vocabulary gap (2018) highlights the importance of focusing on reading and vocabulary in addressing the achievement gap. Our staff identify this as a key barrier for PP students at FHS.
Thrive	The school will adapt the timetable/curriculum for 3 half-terms to run our THRIVE program. Every student will take part in one of 50 activities put on for one hour each week. These are designed to create a mindfulness and a love of education.	The EEF states that extracurricular activities are an important part of education in its own right. These approaches may increase engagement in learning
Purchase online events packages and train staff on these	This will ensure all students/parents can still have access to parents evenings, information evening and other whole school events to ensure clear information is given when the school is not open to anyone other than students.	The EEF states Levels of parental engagement are consistently associated with improved academic outcomes. Practical approaches, such tailoring positive communications about learning, can prove actionable and successful for schools.
An extra mathematics group added to Year 9.	Internal data illustrated that at the end of Year 8 this cohort of students were behind their pre-Covid progress levels. An extra group has been added for this set of students to reduce class size.	Reducing class size appears to result in around three months' additional progress for students, on average. <a href="https://evidenceforlearning.org.au/the-toolkits/the-teaching-and-learning-toolkit/all-approaches/reducing-class-size/">https://evidenceforlearning.org.au/the-toolkits/the-teaching-and-learning-toolkit/all-approaches/reducing-class-size/</a>

## ADDITIONAL INFORMATION

Evidence used to ensure an informed approach to spending has taken place:

<https://www.gov.uk/government/publications/catch-up-premium-coronavirus-covid-19>

<https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme/covid-19-support-guide-for-schools/>

<https://educationendowmentfoundation.org.uk/evidence-summaries/pupil-premium-guide/>

<https://educationendowmentfoundation.org.uk/tools/guidance-reports/improving-literacy-in-secondary-schools/>

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/>

[https://educationendowmentfoundation.org.uk/public/files/Publications/Metacognition/Summary\\_of\\_recommendations\\_poster.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Metacognition/Summary_of_recommendations_poster.pdf)