SANDY SECONDARY SCHOOL
COVID-19 Catch-up Premium Report

Catch up funding:

- Covid 19 Catch-up Premium and Curriculum Expectations 2020/2021. The DfE has allocated £650 million to be spent on ensuring all students 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 students 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 students, particularly disadvantaged, SEND and vulnerable students, are given the catch-up support needed to make substantial progress by the end of the academic year.

- Education is not optional. All students 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 students 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 students. Curriculum planning should be informed by an assessment of students' 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

   • Academic tutoring

   • Planning for students with Special Educational Needs and Disabilities (SEND)

3) Wider strategies

   • Supporting students' social, emotional and behavioural needs

   • Planning carefully for adopting a Social and Emotional Learning curriculum

   • Communicating with and supporting parents

   • Supporting parents with students of different ages

   • Successful implementation in challenging times

COVID-19 Catch-up Premium Spending Summary:

SUMMARY INFORMATION

Total number of pupils (October 2019)	881	Amount of catch-up premium received per pupil	£78.84

Amount of Catch-Up Premium funding received 2021-22:

Amount of Catch up funding bought forward from 2020/2021	£40460
Total catch-up premium received based upon pupil numbers - April to August 2021	£28930
Total Catch up funding to spend in 2021/2022	£69390

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 behaviour, wellbeing 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:

a) Low levels of literacy and numeracy on entry to school

b) Some low levels of self-regulation and organisation 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 in school events

g) Parental support for after school activities

Actions	Desired Outcome	Chosen Action/Approach	Estimated Impact	Cost	Review Date
Timetable Changes	• Timetable written to ensure Covid secure, but with support for students to learn • 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 learnin. • 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	• Nurture room allocated to students when needed but to stay in bubbles • Year group bubbles meeting the full curriculum requirement for their Key Stage and requirements for GCSE.		June 2020 Dec 2020 April 2021 Sept 2021
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 through remote learning.	• 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 Google Classroom/Edulink.	• 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 • Ensure all staff have appropriately working devices.	£5000	June 2020 Jan 2021 April/May 2021

Student Premium 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 parent's 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 in Year 8 and Year 11 regarding college/6th form applications • Funding directed to the specific things that will make the difference • Small group intervention to be commissioned where required.	£12250	Staff Appointment May 2021 Training/CPD June/July In post for Sept 2021
Small group tuition in Year 11, during extended registration (Sept 2021 and ongoing)	• All Year 11 students to be offered small group tuition from Science, English, Humanities, MFL and Maths during extended tutor time for the whole school.	• 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' to after school provision • Rigorous monitoring of engagement and attendance.	£10845	Sept 2020 Jan 2021 May 2021 Sept 2021
Year 11 intervention	• 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) and remote learning 2 (January to March).	£6775	March 2020 June 2020 Dec 2020 Jan 2021
Year 7 - 11 intervention (June/July 2020) (Jan/March 2021)	• All students who struggled to engage given access to IT	• Students who could not complete coursework and practical subjects at home had the opportunity to attend	• Year 7-11 students were given support to catch up on English and Maths in	£4245	June 2020 Dec 2020

	facilities and support to complete learning.	school to catch up. Especially BTEC and RSL subjects.	particular, to boost their progress and attainment.		Jan 2021 March 2021
ERIS – Everyone Reading together	• All students continue to get the reading support they require, through weekly ERIS sessions across Years 7 to 10 and through focused reading with the LSAs for identified students.	• Reading levels are key to students accessing the full curriculum.	• The importance of the ERIS programme continuing through tutor time • Reading buddy programme continuing to run as extended learning with LSAs – all of this would boost their vocabulary and confidence.	£2100	Sept 2020 Dec 2020 March 2021 May 2021
Improve numeracy across Years 7 to 11 for identified students	• Relaunch tools for students to use in and outside of school to support their numeracy (MathsWatch and Times Table Rock Stars). • Set up Maths club on-line during lockdown.	• Numeracy is the base of the Maths curriculum and building confidence in this area can boost success.	• The students, who use the numeracy tools inside and outside the school, find it improves their understanding and numeracy skills, allowing them to access the GCSE Maths requirements for a 4 or better.	£1200	Dec 2020 Feb 2021 April 2021
Additional one-to-one support and learning opportunities for PP/SEND students, to help improve progress and attainment across identified	• One-to-one support to help enhance students' knowledge and understanding across identified subjects, to help raise aspirations and attendance of key groups.	• Some PPI students responded well to the additional support and this is reflected in their outcomes.	• Additional one-to-one support needs to be incorporated into the normal school day, so as to improve attendance at the sessions and boost their attainment to close the gap.	£8760	Sept 2020 Mar 2021

subjects for Year 7 upwards					
Improve social skills for PP/SEND students in Years 7 to 11 Online 6-week programme delivered and organised	• A social skills course to be used to improve communication skills and build students' confidence and self-esteem, along with reduce anxieties due to the circumstances of this year. • Converted to an on-line after school session for SEND students to allow them some social contact with their peers.	• For some students this has the potential to boost their self-esteem and allow them to open up, in order to accept help. For others more support and sessions are needed. • It also allowed peer to peer contact when in lockdown, even if it was remotely done.	• It is essential the right member of staff delivers this programme and that students are clear as to how it will help and support them, so they have a channel of release to help them become resilient and positive about themselves. • The online sessions were used to help social skills and look are general life skills for key groups.	£890	Sept 2020 Feb 2021 April 2021
Extra-Curricular activities to be accessed by all In school and on-line	• To help build the school community and allow the younger years to have contact with their peer group during this difficult time.	• After school clubs like creative writing, catchphrase, Times Table Rock Stars, etc. that could be run on-line and in school were created to help the young students socialise and feel part of a group and the school community.	• To give the younger students a sense of belonging. • Help develop their social skills and a focus other than school work, to also help them stay positive.		Feb 2021 April 2021
Online parents' evenings	• Introduction of on-line parents' meetings for all Year groups, via Edulink. Targeting PP/SEND students' parents.	• Increase parent engagement, especially PP/SEND students parents, as less formal and the barrier of coming to school is removed, along with other organisational barriers for them.	• Increase PP and SEND parent involvement in parents evening and their child progress and development.	£550	April 201 May 2021 June 2021
IT/Laptops	• Upgrade of school broadband to allow on-line/ remote learning to run effectively. Along	• Staff have the skills and confidence to deliver interactive remote learning to	• Lessons are interactive and delivered by staff throughout the day, to encourage engagement and	£16775	Jan 2021

	with the purchase of 4 new laptops for staff, with the facilities to deliver interactive online learning.	the students, using the right equipment. • Remote learning can be delivered effectively from the school.	check up on student welfare, as well as reduce the gap.		