

Coronavirus (COVID 19) Catch Up Premium



Allocation of funds:

The coronavirus (COVID 19) catch up premium is calculated on a per student basis and will provide SLS with a total of £80 additional funding per student in Year 7 and 8 for one year.

Total expected: £19,200

Numbers on roll: 16th September 2020

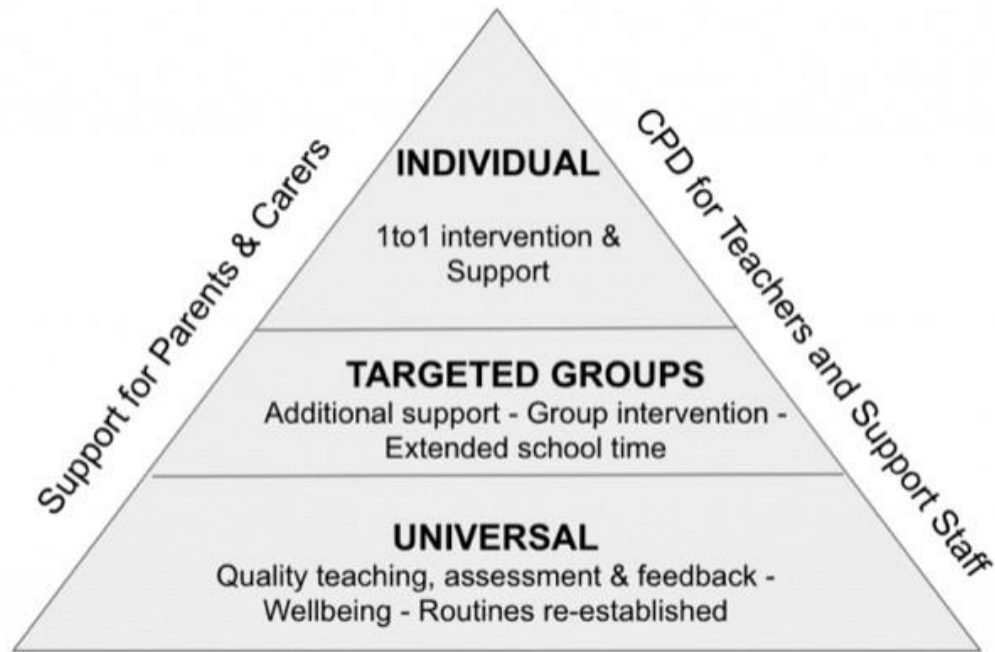
Use of funds:

SLS intends to use this additional funding for specific activities to support students to catch up for lost teaching time in line with the curriculum expectations published by the DfE on 2nd July 2020. SLS will also utilise the additional funding to support students for whom socio-emotional issues are providing barriers to learning. The plans made by SLS will not compromise our broad curriculum, but instead will be based upon the educational and pastoral needs of our students. SLS intends to spend this funding in the most appropriate manner for its cohort and circumstances. It is also essential to consider how to align chosen approaches with Student Premium spending and broader school improvement priorities.

Funds will be designated to one of three strands, which will underpin the SLS catch up strategy.

- Teaching and Whole School Strategies
- Targeted Support
- Wider Strategies

A variety of strategies pitched at different levels from universal to individual will allow the most progress to be made in terms of catch up.



Focus 1: Teaching and Whole School Strategies

Ensuring consistently high-quality teaching and learning offers the best opportunity to close any gaps that have emerged due to school closures.

Strategy/Approach	Suggestions	Cost	Led By	Reach	Impact
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<p>Consistency in teaching and learning across the school</p>	<ul style="list-style-type: none"> Clearly focused QLA – targeted on Research <p>These include;</p> <ol style="list-style-type: none"> An ethos of attainment for all students – high aspirations and expectations for all. An unerring focus on high-quality teaching and learning. Complete, 100 per cent buy-in from all staff, with all staff conveying positive and aspirational messages to disadvantaged students. Identifying the main barriers to learning for disadvantaged students. Deploying the best staff to support disadvantaged students – developing the skills of existing 	<p>£0</p>	<p>SLT</p>	<p>ALL</p>	<ul style="list-style-type: none"> High quality teaching and learning will ensure the progress of all learners Developed retrieval of knowledge extending to developed analytical responses Clear and purposeful homework practice Developed understanding of teaching the most able Improved practice for supporting students High quality teaching which continues to improve behaviour <p style="text-align: center;"><u>Year 7 - GL Assessments in Mathematics</u></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th rowspan="2"></th> <th rowspan="2">Mean SAS</th> <th colspan="11">SAS (with 90% confidence bands)</th> </tr> <tr> <th>60</th> <th>70</th> <th>80</th> <th>90</th> <th>100</th> <th>110</th> <th>120</th> <th>130</th> <th>140</th> </tr> </thead> <tbody> <tr> <td>National average</td> <td>100.0</td> <td></td><td></td><td></td><td></td><td style="text-align: center;">●</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>All students</td> <td>107.1</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td style="text-align: center;">●</td><td></td> </tr> </tbody> </table> <p>As you can see from this table that students in year 7 are in line with national average. When comparing that with the cohorts CATS scores it is evident that they have made accelerated progress in their first year despite some remote teaching.</p> <p style="text-align: center;"><u>Year 8 - GL Assessments in Mathematics</u></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th rowspan="2"></th> <th rowspan="2">Mean SAS</th> <th colspan="11">SAS (with 90% confidence bands)</th> </tr> <tr> <th>60</th> <th>70</th> <th>80</th> <th>90</th> <th>100</th> <th>110</th> <th>120</th> <th>130</th> <th>140</th> </tr> </thead> <tbody> <tr> <td>National average</td> <td>100.0</td> <td></td><td></td><td></td><td></td><td style="text-align: center;">●</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>All students</td> <td>113.5</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td style="text-align: center;">●</td><td></td> </tr> </tbody> </table> <p>The year 8 students are performing significantly higher than national average, again showing that they have made accelerated progress despite some remote teaching.</p>		Mean SAS	SAS (with 90% confidence bands)											60	70	80	90	100	110	120	130	140	National average	100.0					●									All students	107.1												●			Mean SAS	SAS (with 90% confidence bands)											60	70	80	90	100	110	120	130	140	National average	100.0					●									All students	113.5												●	
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	<p>teachers and teaching assistants.</p> <p>6. Collecting, analysing and using data relating on individuals and PP students as a group.</p> <p>7. Using evidence (especially the Sutton Trust Teaching and Learning Toolkit) we focus relentlessly on the following high impact, low-cost strategies to close the disadvantaged progress gap:</p> <ul style="list-style-type: none">• Feedback and Formative Assessment• Meta-cognition• Mastery learning• Reading comprehension• Oracy strategies• Peer tutoring <p>8. Evaluating the effectiveness of interventions and</p>				
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	adjusting as necessary.																																		
Whole school support resources	Knowledge Organisers published and shared in advance for a full 10-week home learning programme.	£800	SLT	ALL	<table border="1"> <thead> <tr> <th>PP</th> <th>Cycle A</th> <th>Cycle B</th> <th>Cycle C</th> <th>Cycle D</th> </tr> </thead> <tbody> <tr> <td>E</td> <td>42%</td> <td>45%</td> <td>46%</td> <td>45%</td> </tr> <tr> <td>P</td> <td>31%</td> <td>26%</td> <td>32%</td> <td>35%</td> </tr> <tr> <td>I</td> <td>14%</td> <td>15%</td> <td>12%</td> <td>10%</td> </tr> <tr> <td>N</td> <td>14%</td> <td>14%</td> <td>11%</td> <td>10%</td> </tr> <tr> <td>Total</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>100%</td> </tr> </tbody> </table> <p>A you can see, the proportions of disadvantaged students completing ten pieces of homework to an excellent or good standard each year is high; 72% of the PP students at the start of the academic year, improving to 80% of PP students by the end of the year. Those who received inconsistent gradings for their homework still completed 6-8 pieces of homework each week, meaning 90% were completing a significant amount of homework weekly.</p>	PP	Cycle A	Cycle B	Cycle C	Cycle D	E	42%	45%	46%	45%	P	31%	26%	32%	35%	I	14%	15%	12%	10%	N	14%	14%	11%	10%	Total	100%	100%	100%	100%
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Support sessions	As appropriate, run TEAMS support and revision sessions	£0	SLT	ALL	<ul style="list-style-type: none"> To support students in a COVID secure way 																														
Range of CPD and training opportunities	Could include; <ul style="list-style-type: none"> Effective Assessment and Feedback Curriculum Planning Epistemic Insight Project TALL Group PLCS NPQ - courses 	£0	SLT	ALL	<ul style="list-style-type: none"> A range of professional development opportunities and necessities will ensure staff are fully supported and well equipped to address the challenges faced this academic year and support progress and catch up 																														

	<ul style="list-style-type: none"> • ITT and NQT specific training • TEAMS Training • ASCL 				
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Focus 2: Targeted Support

Targeted, personalised support and intervention is essential to ensure that those students who have fallen furthest behind are offered the best possible chance of catch up.

Strategy/Approach	Suggestions	Cost	Led By	Reach	Impact
*1-2-1/Small Group tutoring Summer 2021	<p>English focus to support cross-curricular literacy.</p> <ul style="list-style-type: none"> • Y7 small group work led by English AHT • Y8 small group work <p>Maths focus.</p> <ul style="list-style-type: none"> • Y7 small group work led by English AHT • Y8 small group work 	£7.4k	SLT	Targeted Group	<ul style="list-style-type: none"> • EEF research-based evidence suggests that 1-2-1 and small group tutoring can add the equivalent of 5 months learning • Focus on Y7 transition • Target support for students who would have been impacted most negatively by loss of learning from the pandemic.

<p>*1-2-1/Small Group tutoring – Fleet Tutors</p>	<p>English focus to support cross-curricular literacy.</p> <ul style="list-style-type: none"> • Y7 small group work led by Fleet Tutors • Y8 small group work <p>Maths focus.</p> <ul style="list-style-type: none"> • Y7 small group work led Fleet Tutors • Y8 small group work 	<p>£5k</p>	<p>SLT</p>	<p>Targeted Groups</p>	<ul style="list-style-type: none"> • Subsidised by the National Tutoring Programme • EEF research-based evidence suggests that 1-2-1 and small group tutoring can add the equivalent of 5 months learning • Focus on Y7 transition • Target support for students who would have been impacted most negatively by loss of learning from the pandemic.
<p>*These funds have not been used currently for this strategy as Fleet Down tutors were unable to provide tutors as promised this has been an issue across school's nationally due to the high demand for tutors as a result of the pandemic. Senior leaders will work with the Trust and the Local governing Body to create a contingency plan for this funding in the early stages of the Autumn term 2021/2022.</p>					
<p>'Trauma Support'</p>	<p>Could include:</p> <ul style="list-style-type: none"> • CAMHS • Strengthening Minds • Pastoral Mentoring • Supervision of support managers • DSL training for PWM 	<p>£3k</p>	<p>All</p>	<p>Targeted groups – individual</p>	<ul style="list-style-type: none"> • Will ensure that the well-being and mental health of students within the school is a consistent priority and that where possible, students are getting the support they need

Close the Year 7 Gap	<ul style="list-style-type: none"> Utilise CATS and baseline findings to determine small group intervention sessions for Year 7 Catch Up in the core 	Already included above	MNA	Year 7	<ul style="list-style-type: none"> Gaps will be identified and addressed ensuring students are 'caught up' before Year 8. This done through QLA in various cycles
Laptop/IT purchasing for students	Laptops and dongles purchased for students to learn remotely	£3k			<ul style="list-style-type: none"> Ensuring all students can access support even if not PP students.

Focus 3: Wider Strategies

SLS is clear that a range of wider strategies are required to support students, parents and carers in the aftermath of school closure.

Strategy/Approach	Suggestions	Cost	Led By	Reach	Expected Impact
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Attendance Interventions	Promotion of positive attendance to school through rewards.	£0	TAR	Universal	
e-mentoring	Weekly academic and pastoral mentoring provided by pastoral team for all students using Microsoft teams	£0	SLT		<ul style="list-style-type: none"> • Students access individualised support • Better preparation for study skills and revision • Support for next steps • Bespoke subject support to improve achievement in core subjects
Additional resources to support learning	<p>Could include:</p> <ul style="list-style-type: none"> • Ensure access to technology for disadvantaged students (is technology adequate?) • EEF resources 			Targeted groups – individual	<ul style="list-style-type: none"> • Lack of access to technology and resources provides the greatest barrier to home learning. • Efforts to ensure all students have access to appropriate resources and technology will remove this barrier.

Current planned Spending: £6,800

What do we want to avoid?

- Knee jerk, ill-informed catch up plans
- High stakes, graded assessment too early in the academic year
- Additional tracking sheets that monitor progress
- On over reliance on professionals that do not know our students