

COVID catch-up premium report

COVID catch-up premium spending: summary

SUMMARY INFORMATION

Total estimated catch-up premium budget:	£92,080
Number on roll: 1255	Amount per student: £80 (excludes 6 th form)

STRATEGY STATEMENT

At Saltash Community School we are committed to providing the highest quality education for all our children regardless of background or barrier to learning in all aspect of school life.

“Children from disadvantaged backgrounds are likely to have been more affected particularly severely by closures and may need more support to return to school and settle back into school life. Whilst all pupils will benefit from the EEF recommendations, it is likely that some forms of support will be particularly beneficial to disadvantaged.” (Covid-19 Support Guide for Schools – June 2020)

Our school priorities for use of catch-up premium are:

- Ensuring that new Year 7 students are fully integrated both academically and pastorally
- Reducing the gap between those who were able to learn successfully at home and those who were not able to do so
- Ensuring that students in Years 10 and 11 are able to “fill gaps’ rapidly in core subjects
- Providing social and emotional support to address the effects of lockdown on particular individuals and households;
- Training staff to provide effective remote education in the case of further lockdowns.

The core approaches we are implementing are:

- Increasing the capacity of the SEND and Student Support teams in order to provide targeted academic, social and emotional support;
- Training and coaching for staff to improve their pedagogy of learning and practice both in and outside the classroom (Microsoft Teams and Rosenshine’s Principles of Effective Learning);
- Providing self-paced and responsive learning platforms for older students in core subjects;
- Using a nationally benchmarked assessment for new year 7 students to ensure full awareness of potential achievement and learning needs;
- Providing 1-1 and small group tuition for those children who, despite quality first teaching, are still falling behind.

The overall aims of our catch-up premium strategy are:

- To reduce the attainment gap between our disadvantaged pupils and their peers
- To raise the attainment of all pupils to close the gap created by COVID-19 school closures

RATIONALE

Teaching: Great teaching is the most important lever schools have to improve outcomes for their pupils.

Targeted Academic Support: There is extensive evidence supporting the impact of high-quality one to one or group tuition as a catch-up strategy.

Assessment and Feedback: Assessment information can help teachers determine how to most effectively support their pupils, and identify which pupils will need additional support. Every child will have been affected differently by Covid-19. Setting aside time to enable us to assess pupils' wellbeing and learning needs is likely to make it easier for teachers and other school staff to provide effective support.

Wider Support: We have provided extensive pastoral support to pupils and families during the pandemic. Additional support in the new school year could focus on providing regular and supportive communications with students and families, especially to build back confidence, increase attendance and engagement with learning.

BARRIERS TO FUTURE ATTAINMENT

Academic barriers: (issues addressed in school such as low levels of literacy/maths)

A	Low prior attainment at KS2, resulting in low levels of literacy and maths
B	Low levels of aspiration exacerbated by reluctance or inability to engage in learning during March-July 2020
C	

ADDITIONAL BARRIERS

External barriers: (issues which require action outside school such as home learning environment and low attendance)

D	Decrease in social skills due to lockdown, affecting behaviour and learning.
E	Increased levels of anxiety, resulting in lower attendance and engagement.

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?
MyTutor sessions for disadvantaged pupils in Year 11 who are below expectation in English and/or Maths £7480	All Y11 disadvantaged students to achieve or exceed target grades in core subjects.	EEF evidence indicates that this will help accelerate their academic progress and prevent the gap between them and their more affluent peers widening.	Regular monitoring of student engagement, reports from tutors, feedback from students and class teachers.	LMG	Every half term – final review will be before June 18 th , when results are shared with exam boards.
Purchase of CAT4 assessment for use with new Year 7 £2333	Detailed knowledge of student potential, ensuring that teaching is effective for all. Application check outcomes will be in line with expected bands.	External, nationally benchmarked information about this new cohort will ensure that teachers have high expectations for these pupils.	Use information to set targets for pupils that are shared with staff and parents. Termly progress reviews to analyse results of application checks.	MAO	Termly.
Purchase of Tassomai licence for all pupils in Years 10 and 11 £3384	Pupils can work independently to learn the knowledge required to be successful in Maths and Science	This is a responsive learning programme, allowing for effective retrieval practice. The competitive element encourages pupils to push themselves.	Regular LM meetings with Head of Maths and Science to discuss implementation and data; pupil voice; outcomes of application checks and grades to be submitted to exam boards	JKY	Every 2 weeks.

Microsoft Teams training for all classroom teachers No financial cost – CPD time.	Improved quality of remote curriculum delivery and teaching and learning if further lockdowns occur.	Live teaching encourages engagement and allows teaching to be responsive. Community was not happy with provision during lockdown 1; this approach will engage the support of our community and result in fewer gaps.	Staff, parent and pupil surveys. Regular (2 weekly) curriculum delivery reviews for subject leads.	JKY/LG team	Ongoing
Total budgeted cost:					£13,197
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?
Employ temporary staff in order to increase capacity of SEND provision	All pupils on RoN receive appropriate targeted support within or outside the classroom so that they can make progress in line with their peers.	Tutor group bubbles affect planned lesson support. More pupils are expected to require support following the long period of schools not being open for all pupils – this includes 1:1 and small group work, both academic and social.	Regular contact, including APDR meetings ,with families of children with SEND. Review of application checks outcomes for key groups and individuals.	JCH	Termly.
Employ temporary staff in order to increase capacity of pastoral provision	All pupils have access to pastoral and wellbeing support from a trained and supportive adult.	Year group bubbles affect pastoral support. Anticipated increase in lower level MH issues that PSAs triage and support – both pupil and family – that can affect attendance and thus life chances.	Carefully direct work of new staff member and ensure s/he is appropriately equipped to support. Record interactions on CPOMS. Continually review attendance and exclusion data.	LMG	Termly
Total budgeted cost:					£50,503
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?
Purchase additional resources, including textbooks.	Fewer shared resources in line with our Risk Assessment – full access to curriculum for more pupils.	KS3 pupils are being taught in form rooms rather than specialist rooms. Resources cannot be shared easily (hygiene) so additional resources mean that the curriculum can be taught fully to all pupils.	Ensure that all KS3 pupils have the same learning experience - review application checks, meet regularly with those Heads of Subject.	JKY	Termly.
Total budgeted cost:					£1,055

ADDITIONAL INFORMATION

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