

# COVID-19 catch-up premium report

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

### SUMMARY INFORMATION

Total number of pupils:	662	Amount of catch-up premium received per pupil:	£65.70 approx
Total catch-up premium budget:	£43, 420		

### STRATEGY STATEMENT

We completed an analysis of student needs in September 2020, following the period of school closure in 2019-20. From this analysis we set our priorities for catch-up in this academic year as:

- Transitioning students effectively back into school; ensuring excellent attendance and effective pastoral care;
- Supporting students' literacy to enable their progress across the curriculum in spite of missed learning last academic year;
- Altering curriculum delivery to suit the needs of students in KS4 with revised exam specifications and to suit the needs of students in KS3 given missed learning in 2019-20.

Our overall aim is to raise the attainment of all students across the curriculum, to close the gaps created by COVID-19 school closures and especially to further close gaps in progress and attainment between our disadvantaged students and their non-disadvantaged peers in line with our School Development Plan.

To this end we decided to spend our catch-up funding in two main areas:

- Increase in weekly hours for our Education Welfare Officer to support students; attendance and transition back into school.
- Recruitment of a Literacy Specialist for the academic year 2020-21 to work with students in small groups (especially in KS3) to close gaps in learning and support their progress across the curriculum.

## Barriers to learning

### BARRIERS TO FUTURE ATTAINMENT

#### Academic barriers:

A	Some students have literacy issues, including low reading and spelling ages, which affect their progress across the curriculum.
B	Missed learning in 2019-20; units not covered or covered more shallowly; difference between students who engaged effectively with home learning and those who did not.
C	

### ADDITIONAL BARRIERS

#### External barriers:

D	Lower attendance rates, especially amongst students in receipt of PP funding.
E	Increase in anxiety and mental health needs amongst the student body in 2020.
F	

## 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?	Staff lead	Cost
Review of curriculum plans for 2020-21 to support catch-up and meet modified exam requirements for 2021	<p>Year 11 students are able to sit exams in 2021 having maximised their time in Year 11, in line with modified exam requirements. This will lead to outstanding outcomes for this year group in their GCSE exams.</p> <p>Other year groups benefit from considered curriculum plan which supports students to catch up on missed learning and stands them in good stead for future study in each subject.</p>	<ul style="list-style-type: none"> <li>It is vital that students in Year 11 are taught the content they need for the summer series of exams in 2021 and that NEAs are modified appropriately in line with exam board instruction.</li> <li>Students in other year groups have missed a chunk of learning in 2019-20 and we need to support them to ensure that they catch up on content and skills missed/not developed due to the coronavirus closure.</li> </ul>	HODs, led by DST	No cost

Careful planning of INSET for 2020-21 to support student progress and attainment	<p>Staff and students are confident in using Microsoft Teams platform in the event of any absence from school</p> <p>Staff are confident in differentiating work appropriately for students in class to maximise their progress and enjoyment of learning</p>	<ul style="list-style-type: none"> <li>Students and staff need to be able to use an online platform in the event of self-isolation of any wider scale school closure this academic year. We have invested in the infrastructure of our new platform (Microsoft Teams) and training for staff</li> <li>We are planning INSET sessions to support staff in differentiating work appropriately. The evidence base for the importance of differentiation is vast. Students will be at different points in their learning this academic year depending on how well they were able to engage with home learning in 2019-20 through the school closures.</li> </ul>	KVI, DST	Cost of Teams set up covered at Trust level
Total budgeted cost:				
Targeted support				
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	Staff lead	Cost
Increase of weekly hours for school EWO	Improved student attendance and closing of gaps	<ul style="list-style-type: none"> <li>There is a vast evidence base for the impact of student attendance on progress and attainment. EWO input has been shown to improve student attendance at King's</li> </ul>	MLW/SPR/RCH	£4770
Recruitment of Literacy Specialist for 2019-20	Improved student progress and attainment and closing of gaps	<ul style="list-style-type: none"> <li>The impact of literacy skills on students' progress and attainment is well known. Our Year 7 students have missed a chunk of literacy learning in Year 6 and come to us without SATs data. Our KS3 students have also missed out on literacy learning in lessons and on any normal intervention they would have had in the latter part of 2019-20.</li> </ul>	DST	£36975
Total budgeted cost:				41745
Other approaches				

Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	Staff lead	Cost
Total budgeted cost:				

**ADDITIONAL INFORMATION**