

## Covid-19 Catch-Up Premium Spending Strategy

Anticipated income: £72,950

### **Identified negative impact of school closure 2019-20**

#### 1) Pupil learning:

##### a. Lost curriculum learning

At the end of the summer term, we ran a series of reports; these identified students of concern, average number of pieces of work not submitted, attendance (see Pupil Premium Statement for quantitative data). This indicated where curriculum learning had been lost. In particular we saw that those pupils who were low-prior-attaining or disadvantaged were most at risk of having fallen behind, with the nexus of these groups (and for boys especially) being most acutely impacted. These are the groups we seek to prioritise.

We judged that current year 10 were least at risk as they had begun Options courses earlier than usual (Summer Term 2) and therefore, while a gap had emerged with some students being behind relative to peers, they were not behind relative to a normal cohort at this stage in their studies, in terms of curriculum learning.

Thus, priorities are current Year 11, and current Year 8 and 9 students; with older students having less time remaining to them in school to 'catch up,' they are in most urgent need of support.

##### b. Reading age and literacy

In Autumn 2020 we assessed the reading ages of pupils in Year 7 and 8. It was clear that those pupils with reading ages above chronological age had made more rapid progress during lockdown; those pupils with reading ages below chronological age, and especially those with reading ages of 6-8 years at the start of Year 7, had not made 12 months' progress. Indeed, some began Year 8 with a reading age lower than at the start of Year 7, despite being 12 months older. These pupils were then identified as first priority for reading intervention and catch-up programmes.

Those pupils joining us in Year 7 with reading ages below chronological age likewise are targeted: we are aware that the Year 6 efforts to prepare pupils for SATs not having taken place has had an impact on our new students.

Further, we judged that pupils' ability to write extended pieces had been negatively affected due to remote work often assessing learning of content through short-form or multiple choice answers, rather than through extended writing.

Because of the impact of reading and writing on pupils' ability to access and express learning in all curriculum areas, this is a priority.

#### 2) Pupil behaviour:

The period of lockdown has exacerbated the behavioural difficulties of pupils who already found conforming to school expectations of behaviour a challenge. This then has the potential to negatively affect their own capacity to 'catch up' (due to lack of focus in the classroom, or being removed from the lesson) and also the possibility for their peers to 'catch up' (due to lessons being disrupted).

## Planned strategy to address impact

### 1) Appointment of intervention teachers:

Two teachers, working part-time, appointed to run intervention sessions with targeted pupils in Year 8 and, predominantly, 9. Sessions to focus on English, Maths, Science, language acquisition and subjects that Year 9 pupils plan to opt for. Pupils selected are those who are most behind and also causing disruption to lessons; they are removed from subjects they will not opt for at KS4 (with careful consideration of their breadth of study).

Intended benefits: pupils with most acute need are supported to 'catch up' in key areas; pupils in classes that would otherwise be disrupted now benefit from an environment conducive to learning so that they too 'catch up.'

### 2) One-to-one/small group tutoring:

Heads of Department, in conjunction with class teachers, select pupils most in need of intervention for tutoring by subject specialists. This to run after school and, in many cases, on a rolling programme in order to target as many students as possible through the academic year, appropriately prioritised.

Decision taken to use our own teaching staff as experts both on our curriculum and in their knowledge of our students.

### 3) Co-ordinated programme of revision sessions:

Principally for Year 11, subject teachers paid to offer a comprehensive and co-ordinated programme of revision sessions. This to be a combination of open sessions and targeted sessions for invited pupils. Senior leaders to secure parental support for student attendance.

### 4) School-wide approach to curriculum:

Heads of department to adapt curriculum content and sequence in order to support students to revisit concepts and content covered during remote learning, often through embedded metacognitive techniques. Relatedly, to also enable students to learn what couldn't be taught during lockdown, but usually would have been.

### 5) Literacy and numeracy catch-up strategies:

We note that the ring-fenced spend for Reading and Numeracy catch up is included in this provision. We will continue our usual strategies: to run a smaller 'Accelerate' class in Year 7; to run a series of reading and literacy interventions during tutor time. These will be monitored and evaluated discretely.

## Costing

1) Cost of intervention teachers (Nov-end Aug): **£46,906.40**

2) Cost of tutoring and revision sessions (combined):

Costs are £35 per hour plus on costs @ 30.28% totalling £45.60p/h.

Total spend for November : £2,811.70

Anticipating this spend through remainder of academic year equates to approx. **£19,500**

3) Cost of Reading and Numeracy Catch-Up: **£21,000**

**Total spend: £87,406.40**

## **Evaluation of impact**

We will:

Monitor students' learning – those accessing all forms of intervention and tutoring;

Analyse impact on reading ages;

Evaluate impact on behaviour in lessons from which students have been withdrawn;

Analyse data from Summer 2021 external grades.