

Holmer Green Senior School

COVID-19 catch-up premium report

COVID-19 catch-up premium spending: summary

Total number of pupils:	839	Amount of catch-up premium received per pupil:	£80	Total catch-up premium budget:	£67,120
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STRATEGY STATEMENT

To mitigate against the impact of the national lockdowns as a result of Covid-19 the below strategy was devised (based on the EEF guide 2020/21) to focus on:

- 1. High quality teaching for all:** The EEF report demonstrates that the single most effective strategy for improving student's learning and getting the caught back up, is the quality of provision within the classroom. Diagnostic assessments and an increase of low stakes testing allows teachers to identify gaps in knowledge and plan to close these gaps.
- 2. Targeted academic support:** The EEF report demonstrates that targeted intervention has a positive impact on learners across a broad spectrum of ability. However, its success is determined by the quality of the planning, delivery method and review.
- 3. Wider strategies:** Non-academic strategies do not have a large body of evidence from the EEF, but it recommends having a focus on attendance and communication with stakeholders such as parents.

Our main priority when returning to school in September was to baseline all students to identify the areas of learning that they had missed learning, and to identify ways to catch up this missed learning.

We decided, from this data that we had three main strategies in line with the EEP tiered approach, mentioned above:

- 1. High quality teaching for all:** A targeted CPD offer, focusing on 'Practise' within the classroom for the first term, and SEND/AEN strategies for the second term.
- 2. Targeted academic support:** Focused intervention (mainly through extra staff) for those pupils who most needed it
- 3. Wider strategies:** Newsletter to re-engage families into the school's vision, provision of opportunities to celebrate pupils and numerous parent/student meetings.

BARRIERS TO FUTURE LEARNING

Academic barriers:

1	<p>During the lockdown period, pupils have benefitted from an online offer. However, we know that due to the nature of remote learning, the main element of pupils' development in lessons - practice - has not been as rigorous as we would normally expect. Within this, we include aspects of classroom teaching such as: building urgency in the classroom, guiding attention and building understanding, independent practice tasks, guided practice tasks and circulation. Developing our teachers' ability to deliver high quality practice opportunities in the classroom will support pupils with sustained practice and stamina for longer tasks.</p>
2	<p>We know that from the data on return to school, there were larger gaps for some of our SEND pupils (mainly those who don't have an EHCP, but do require extra support). We therefore want to ensure that we are supporting teachers to fully develop the progress and attainment of these pupils by focusing on raising knowledge of a range of SEND needs, developing teacher's scaffolding and modelling, and supporting curriculum developments for stretch activities.</p>
3	<p>Baseline gaps -</p> <p>The baseline demonstrated that the majority of pupils had not fallen significantly behind, but that there were gaps in children's knowledge consistent with a prolonged period out of school. These gaps were not, as we had expected, consistently in the same area for all pupils so it became clear that we needed an effective diagnostic tool to best identify what each pupil needs to work on. It was clear that after this identification of individualised gaps it was key to provide a programme of instruction that met the children where they were at and plugged these gaps effectively.</p>
4	<p>The baseline data demonstrated that the majority of pupils had not fallen significantly behind. Some pupils, who had found it more difficult to engage with online work were showing lower literacy (in particular) and numeracy levels, and therefore we identified a range of strategies that we could use to target these specific pupils (detailed below).</p>

External barriers:

5	<p>As pupils had been out of school for such a long time, but we know that in the current climate we are unable to bring parents, pupils and teachers together in the ways that we would normally, we wanted to improve our communication with these key stakeholders to quickly increase engagement from parents and raise aspirations within the school community.</p>
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Planned expenditure for 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	Review Date
CPD - Practice	High quality opportunities for practice (Guided Practice and Independent Practice) for all subjects areas	High quality practice is crucial, without it, good learning cannot occur. Well planned lessons will help pupils close gaps in their knowledge and skills, and provide the opportunities for the part of learning that we feel has been most absent during the lockdown.	High quality training delivered to all staff on a weekly basis to ensure staff have a deep understanding of rational and strategies used to provide opportunities for practice within lessons. All coaches to monitor quality of planning and teaching, and feedback to SLT and put support in place where needed. SLT/ML Learning walks	SLA	Dec 2020 Apr 2021 Jul 2021
CPD - SEND	Teachers develop their understanding of SEND needs, including ways to scaffold and stretch within the classroom, use additional adults and use cognitive science to chunk lessons appropriately.	The research conducted by the EEF states that such targeted intervention can have a positive impact on learners across a broad spectrum of ability.	High quality training delivered to all staff on a weekly basis to ensure staff have a deep understanding of rational and strategies used to provide opportunities for practice within lessons. All coaches to monitor quality of planning and teaching, and feedback to AEN/SLT team on additional support required. SLT/ML Lesson Drop ins.	KJO	Jul 2021
				Total budgeted cost:	£1000

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	Review Date
Bedrock, Hegarty Maths, Seneca	To identify key gaps in pupil knowledge and provide precision instruction to plug these gaps.	Seneca uses AI and algorithms to determine misconceptions and gaps in understanding at both an individual and group level. This was trialled with students and received positive feedback so the premium package was purchased. Bedrock takes students through tier 2 vocabulary to support academic learning. The package was trialled and then rolled out to year groups.	Teachers will promote particular revision areas for different year groups will monitor pupil usage. Interventions/in class support will be planned based on data gathered. Bedrock provides year group feedback as to level of progress. Teachers will set particular areas of Hegarty Maths for different year groups and will monitor pupil usage.	SLA	Termly £1,200 per annum
The Bridge – Alternative Provision	Key students who have been affected the most from COVID-19 need a radical type of intervention to improve their attendance, engagement and academic outcomes.	There are a key group of students who have Emotionally Based School Attendance issues as a result of the pandemic. Getting these students back in to school is a huge key to any following success. Having visited other school provisions, we agreed to set up our own targeted provision to get students back into school and back on track academically.	Targeted quality interventions for vulnerable and disadvantaged pupils. Half-termly evaluations of student progress.	KJO/GMC	Termly £42,893 pa
Teaching Assistant Support	High quality interventions and in class support.	The research conducted by the EEF states that such targeted intervention can have a positive impact on learners across a broad spectrum of ability.	The timetabling and delivery of this is crucial - the SEND team will support teaching assistants to deliver and plan excellent interventions and in class support. Heads of Department will work with subject based support staff to ensure excellent subject knowledge.	LHA	Termly Literacy £22,932 pa Numeracy £18,552 pa
Teaching Support	High quality interventions and in class support.	The research conducted by the EEF states that such targeted intervention can have a positive impact on learners across a broad spectrum of ability.	Students identified for additional literacy and phonics work. Groups arranged based on reading ages. Fresh Start phonics work delivered.	STO	Termly £3000 pa
				Total budgeted cost:	£89,577