

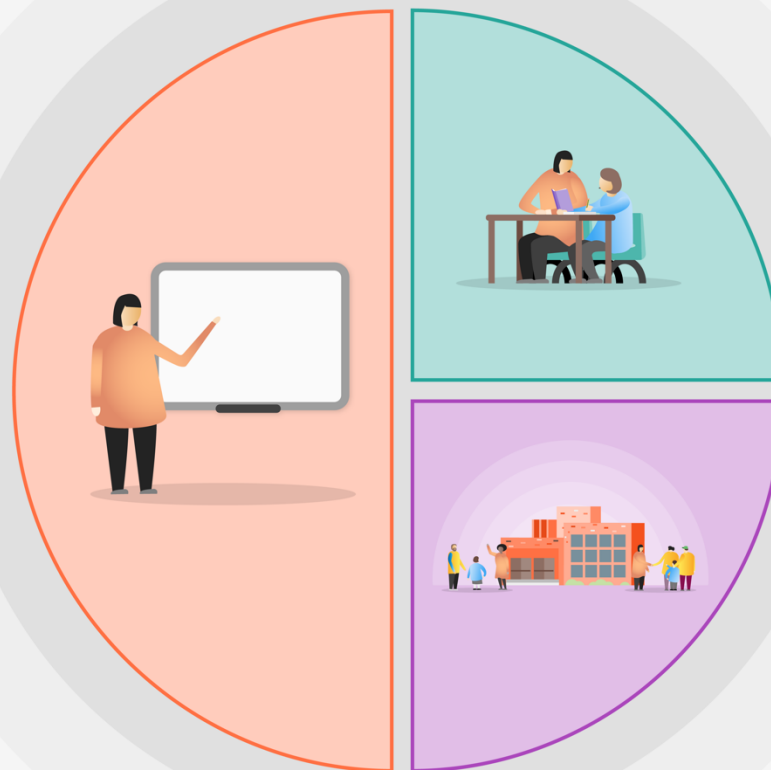
COVID-19 catch-up premium report (2020/21)

School Context - Perins School (part of the Perins MAT)				
Total number of pupils	1077? Years 7-11)	Total Covid Recovery Budget	£93, 760	
<p>Current Position Statement</p> <p>The government COVID-19 catch-up premium has been established to mitigate the effects of the unique disruption caused by coronavirus. The grant will only be available for the 2020-2021 academic year. The support schools to make the best use of the funding, the EEF has published a support guide</p> <p>Perins School catch-up strategy has a holistic approach which includes all year groups and a broad range of subjects, all with equal importance. We have ensured that we have assessed the guidance offered to us and used official research to underpin decisions upon. The staff at all levels, and pupils of Perins School are fully committed to ensuring that the partial school closures have minimal effect on the students learning and well-being. This strategy will make sure that every young person, no matter their age or where they live, gets the education opportunities and outcomes they deserve, by investing our time and funding on measures proven to be effective particularly for those who are most disadvantaged.</p> <p>Barriers to future attainment</p>				

Areas of focus		
A.	Teaching and whole school strategies: Ensure any gap in knowledge and understanding are eliminated by whole school catch-up strategies	
B.	Targeted Academic Support: Review of the 'Perins Experience' to ensure (the curriculum) and wave 2 provisions are cohort specific	
C.	Wider strategies (wellbeing): Ensure that students have positive levels of wellbeing and are confident they can achieve (despite closure)	
How these areas of focus will be broken down and how they will be measured?		
	Desired Outcomes	Success criteria
A.	1) Students have no relative gaps in knowledge when considering the national curriculum content due to partial school closures. 2) Departments are using a combination of qualitative and quantitative data to determine which students require immediate and subsequent catch up Estimated Planned expenditure = £18,808	<ul style="list-style-type: none"> - Formative (adjusted) and Summative assessments show expected ranking scores for all students - Progress group is redefined and functional – students in need to catch up are identified early and supported accordingly
B.	The broad and balanced curriculum is suitable for all learners, including small group provisions which are cohort specific Estimated Planned expenditure = £63,010	<ul style="list-style-type: none"> - Achieve Ebacc targets for entry, as well as consideration of courses to suit all learners
C.	1) Students feel confident in attending school as they want to ensure they achieve. 2) Students have good levels of well-being Estimated Planned expenditure = £12,090	<ul style="list-style-type: none"> - Attendance to school exceeds pre covid levels - Reductions of persistent Absence to at least pre covid - Appropriate interventions are in place for subject based learning and pastoral support

1 Teaching

- Adjusted curriculum mapping (AP)
- Whole School CPD programme (revisit good teaching)
- Frequent low stakes testing to ensure all students and disadvantaged students, experience success and celebrate the acquisition of knowledge (AP/WL)
- Summer School tuition (MN?)
- NTP (MN)
- Redefinition of Progress Group and its processes (MN/LB/LJ)
- Subject tutoring (TLs)
- Remote Learning Provision (AP)
- Regular TL meetings focussing on Blended Learning (AP)
- **Purchase of GL assessment for yr8/9 to provide baseline and gap details?** (WL)
- Well-being curriculum 2021?



2 Targeted academic support

- Diagnostic profiling (GT)
- Springboard catch up (MP/GT)
- Provision Map (MP)
- Academic Mentoring - LB
- Curriculum mapping (increased curriculum time for Eng/Maths yr 7/8?)
- Pastoral/SEN contact home for all disadvantaged students and those identified as vulnerable

3 Wider strategies

- Additional Counselling sessions (AW)
- CPD - Behaviour for Learning??
- Deliberately reduce workload to aid staff wellbeing and enable high quality responsive teaching
- Pastoral contact home for all disadvantaged students and those identified as vulnerable (FC/HoH)
- ?? Incremental coaching programme for teachers focussed on closing the gap? (MP/AP?)
- Site readiness (CS/RH)

Action Plan

A. Teaching and whole school strategies: Ensure any gap in knowledge and understanding are eliminated by whole school catch-up strategies

Desired outcome	Chosen action / approach	What actions will be taken?	How will you ensure it is implemented well?	Lead	Predicted cost	When will you review implementation?
1) Students have no relative gaps in knowledge when considering the national curriculum content due to partial school closures. 2) Departments are using a combination of qualitative and quantitative data to determine which students require immediate and subsequent catch up	Adjusted curriculum mapping and assessments – maintaining blended learning.	Adjusted curriculum map for revisitation and interleaving. Frequent low stakes testing Blended learning incorporated into SoW	TL discussion. Evidence in curriculum map. Links with Edtech schools	AP	£4288 (staff time)	Dec 2021
	Small group tutorials - reacting to low stakes testing	Use of 'Staff support' time to cover (half) a lesson to allow teachers to 'catch up' students learning	Pre-post session task.	AP/TLs	£3600	(15 weeks remainder of year) July 2021
	Reinvigoration of Intervention Ladders (Waves of Progress)	Progress group Objectives refined and shared	Members hold each other to account	MN/LJ/LB	£120	Dec 20201
	National Tutoring Programme	Selected from department data of students 'lacking progress' towards target grades.	NTP evaluation? Baseline testing?	MN	£5250	
	Specialist subject tutoring	Employment of (further) sessions of English & Maths support	TL review (on provision map)	SG/SB	£5550	On-going
					£18,808	Total

Action Plan

B. Targeted Academic Support: Review of the 'Perins Experience' to ensure (the curriculum) and wave 2 provisions are cohort specific

Desired outcome	Chosen action / approach	What actions will be taken?	How will you ensure it is implemented well?	Staff lead	Predicted cost	When will you review implementation?
The broad and balanced curriculum is suitable for all learners, including small group provisions which are cohort specific	GL assessment evaluation - Springboard Intervention	Cohort specific intervention 'Springboard group – dyslexia support)	SENCo Review. Specialist Teacher Review Student evaluation	GT/MP	£3500 Pending one day a week rest of term Additional £3500	April 2021
	English and Maths intervention teachers (0.5 fte)	Timetabling of subject specific staff to provide intensive support over 6 week periods during timetabled E&M lessons	Team Leader overview, identification and instruction. Evaluate data at each TP (6 points)	BAR/GRF/LOC	£42000 (Exact costing to be calculated once timetabling is completed	Half termly from Sep '21
	Academic Mentoring	Academic Mentoring training for staff. Student selection (12 students – year 10)	Inbuilt evaluation staff and students.	LB/MN (progress)	£6300	Sept 21-July 22
	Offer a 'work skills curriculum'	Creation of TLR to research and deliver the curriculum	Collaboration with other schools	MP/GT/New appoint	£2000	July 2022
	5 year - Learning Skills Curriculum'	Appoint staff member to design and deliver	Collaboration with other schools	AP/BJ/new?	£1000	July 2022
	Provision Map Purchase	Map Provisions	Reports to SLT/ Governors	MP/GT	£3750	July 2021
	Summer School (Self Esteem and content)	Identification criteria & Selection		KK		
	SNAP diagnostic profiling (SpLD and Behaviour)	Selection criteria. Profile complete by teacher/parent/student. Personalised targets and actions onot provision map	Review on provision map (assigned member of staff notification)	AW/MP/GT	£960	July 2021
					£63,010	Total

Action Plan

C. Wider strategies (wellbeing): Ensure that students (and staff?) have positive levels of wellbeing and are confident they can achieve (despite closure)

Desired outcome	Chosen action / approach	What actions will be taken?	How will you ensure it is implemented well?	Staff lead	Predicted cost	When will you review implementation?
1) Students feel confident in attending school as they want to ensure they achieve.	Whole School CPD – Classroom management	Whole school INSET. Train the trainer. Focus adult management of classroom routines. Monthly reflective practice sessions	SLT observations of classroom mgt. Classcharts records. HoH action list evaluated.	AW/MP	£4140	Ongoing
	2) Students have good levels of well-being	Winchester Youth Counselling – Additional sessions	Recommendations from Pastoral team.	AW	£6600	July 2021
	Reinvigorate Wellbeing Working party.	Assemble members across support staff/teachers/students create action plan	Evaluation of action plan	MP/VF/RA/FC	£1350	July 2021 July 2022
	‘Summer School’ program focussing on re-engagement and student well-being				Waiting for separate funding to be allocated following government announcement (March '20)	
					£12,090	Total
TOTAL					£93,908	

Additional information

Steve Jones – Recovering Learning document Sept 2020

Internal assessment and reporting software

Evidence from EEF families and schools database

Results of staff and pupil consultation

Analysis of attendance records

Recent school Ofsted Report

Guidance from experts?

Case studies?