

Kesgrave High School: COVID-19 catch-up premium report and 16-19 tuition fund

SUMMARY INFORMATION

Total number of pupils:	2020-21 148 2021-22 231	Amount of catch-up premium received per pupil:	2020-21 £834.59 2021-22 £145
Total catch-up premium budget:	2020-21 carry forward £96,443 2021-22 allocation £33,495		
Total 16-19 tuition fund:	2020-21 £4,665.97 2021-22 £6,888	Amount of catch-up premium received per pupil:	Between £60 and £100

STRATEGY STATEMENT

The DfE has allocated £650 million to be spent on ensuring all pupils have the chance to catch up and supporting schools to enable them to do so. Whilst headteachers will decide how the money is spent, the Education Endowment Foundation has published [guidance on effective interventions to support schools](#). For pupils with complex needs, schools should spend this funding on catch-up support to address their individual needs. The school believes that the needs of the vast majority of learner will be met by high quality, wave one provision, with teachers who know them well, can identify and act upon gaps in their learning.

The DfE has also set out the **Curriculum Expectations**, to ensure that all pupils – particularly disadvantaged, SEND and vulnerable pupils – are given the catch-up support needed to make substantial progress by the end of the academic year.

Education is not optional: All pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.

The curriculum remains broad and ambitious: All pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment.

Remote education: DfE asks that schools meet the following key expectations: Schools should set out how they will allocate the additional funding to support curriculum recovery this academic year. The EEF guidance suggests a 3-tiered approach:

1. Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content...In particular, schools may consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading.
2. Aim to return to the school's normal curriculum in all subjects by summer term 2021.
3. Plan on the basis of the educational needs of pupils. Curriculum planning should be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills.

1 High quality teaching for all:

- High-quality wave 1 teaching for all
- Effective diagnostic assessment
- Supporting remote learning
- Focusing on professional development

2 Targeted academic support:

- High-quality one to one and small group tuition
- Teaching Assistants and targeted support
- Bespoke academic tutoring where needed
- Planning for pupils with Special Educational Needs and Disabilities (SEND)

3 Wider strategies:

- Supporting pupils' social, emotional and behavioural needs
- Planning carefully for adopting a Social and Emotional Learning curriculum
- Communicating with and supporting parents
- Supporting parents with pupils of different ages
- Successful implementation in challenging times

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Gaps in learning due to lockdown. This could be gaps in content or application of learning, leading to less secure and embedded knowledge.
B	Literacy (Reading habits and lower depth of vocabulary): especially for those students from disadvantaged backgrounds
C	High challenge for the most able: ensure that the most able continue to stretch to the highest possible outcomes
D	Behaviour Issues – On average disadvantaged, students are more likely to have a higher number of negative behaviour points than non- disadvantaged students (nearly double), they are also more likely to have a lower number of achievement points than non- disadvantaged students.

ADDITIONAL BARRIERS

External barriers:

E	A lack of regular routines including home reading, homework, spellings and having correct equipment in school (eg PE kit).
F	In some cases, priority placed upon learning and achievement at home.
G	Lack of access to technology (specifically laptop use) at home

Planned expenditure for current academic year 2021/22

HIGH QUALITY TEACHING FOR ALL				
Action	Intended outcome and success criteria	How will this action be reviewed?	Staff lead	Cost
STAR testing for all Year 7	In absence of KS2 tests, identify students' ability profile and support need	Data compared to KS2 for previous cohorts Data shared with all teachers to understand prior abilities of students	K Abbott	£4,500
Set text for all Year 6-7 students	Reading expectation set, common purpose of all Year 6 students, text chosen for social and emotional connection on Year 6 transition.	Review of text through tutor time in September 2021.	B Wheatley	£1,500
Accelerated reader programme	Improved reading of students. Greater access and profile of reading.	Star Reading ZPD range shared with students. Library lessons to explain ZPD and selecting appropriate reading material. AR and Star testing collated and cross-referenced with assessment data from English. Data then used to identify students for interventions.	K Abbott	£4,000
Year 8 deep text comparative reading strategy	Deeper reading and analysis expected of students. Builds literacy skills.	English assessment data. STAR testing data.	L Hunwicks	£1,000
Yrs 7 – 10 wider reading & vocabulary	Wider reading of texts across the curriculum. Wider vocabulary Discussions based comprehension and summary skills	Register & Read once a week in registration time	C Scott	£500
Yrs 7-9	Whole school focus on the coherence of the KS3 curriculum and the pathway of this to KS4 learning	Whole staff focus, led through FORUM Raising standards meetings and coaching records	J Upton	£1,000

All years	Whole school focus on the curriculum implications of COVID recovery. SLT focus on and engagement in the implications of this for each department – putting in place bespoke support where needed for students and allowing staff capacity to address these.	Raising standards meetings and coaching records	J Upton	£3,000
Yrs 7-9	Embed the new KS3 Assessment system (introduced Sept 2020)	Data analysis – progress of students at KS3 and achievement at all levels (including stretch for the most able)	J Upton	£2,000
Wider coverage of pastoral support	Changes to the position and access to pastoral support across the school (new office arrangement, tutor group clusters and	Behaviours and attitudes of students	J Upton	£10,000
Year 12 academic writing support	Programme of instruction on academic writing given to all essay-based study students. Gap identified in lack of examination practice.	Assessment mechanisms in Year 12	S Wheatley	£2,000
Year 12 scientific writing support	Programme of instruction on academic writing given to all science-based study students. Gap identified in lack of examination practice.	Assessment mechanisms in Year 12	S Wheatley	£2,000
			Total cost	£31,500

TARGETED ACADEMIC SUPPORT

Action	Intended outcome and success criteria	How will this action be reviewed?	Staff lead	Cost
Chrome book purchase for school/home use	Ensure that all students have access to device in the event of remote learning. Ensure that through COVID protocols in school with bubbles and zones, that access to technology is still possible for all lessons.	Use of devices. Review of teaching and learning in 2020-21 protocols. Review of remote learning access.	K Abbott	£15,000
Literacy specialist staff	Employment of FT English teacher with primary specialism to ensure transition has high expectations and increased understanding from KS2.	KS3 English programme of study KS3 English attainment data	M Wheatley	£45,000
Reading coordinator	Employment of reading coordinator to: Oversee star testing & accelerated reader for Year 7 & 8. Promote reading and wider literacy across the school.	Take up of AR Intervention data Register & Read Dissemination of Star test data	K Abbott	£2000
Year 7 & 8 Reading & SPAG Interventions	Improved reading of students identified as needing one-to-one or small group interventions.	These will be tracked and assessed for effectiveness using Provision Mapper. Improved Star Reading scores, increase in AR quizzes and scores.	C Scott & L Aldous	£1000
Year 7 & 8 Maths Intervention	Improved maths scores (Star testing & department tests) for students identified as needing small group interventions.	These will be tracked and assessed for effectiveness using Provision Mapper. Improved Star Maths scores, teacher assessment and department test scores.	P Stewart	£1000

KS4 Oracy Intervention	Supporting students that were in the extra literacy groups (yrs 7 to 9) but that are not in nurture English group. This will support the good progress that these students made at KS3 and ensure that their newfound literacy skills keep progressing.	KS4 English outcomes.	L Aldous	£1000
Targeted KS4 revision for Maths & English	Revision session specifically targeted for key groups: <ul style="list-style-type: none"> • Strive for 5 • High Flyers 	Final outcomes. Engagement with revision	M Wheatley G Davenport	£10,000
English Stretch & Challenge	Stretch & challenge focus, specifically to support top end. Encourage & promote a love of literacy from KS3 upwards.	Final outcomes. Engagement	C Scott M Wheatley	£1000
Further pastoral support	Extra Student support officer employed (Sept 2021) to ensure one SSO per year group. Allowing non-teaching staff to play key role in those students with the most pastoral need.	Analysis of student need. Review of stretch of team (in comparison to challenges faced in 2020-21 from this)	J Upton	£25,000
Targeted intervention and monitoring of 2021 'On Watch' cohort	2021 Star test data shows that there are a greater percentage of students in the 'On Watch' category. These students will be supported to get them back on track and into the 'Benchmark' category.	Reading interventions – one to one and small group, tracking and monitoring of students, testing more regularly	TBA	£1000
Year 7 Maths development	Introduce maths baseline assessment with full QLA to identify gaps in knowledge. QLA after every assessment for self-analysis and action.	Data analysis after assessments to show closing of gap and increased performance.	G Davenport	£2000
SEND IT need	IT provision for learning support – 10 chrome books and charging unit.		R Coe	£3570

Maths and English retake tuition	2 classes Mathematics 1 English class Retake in November examination series and then provision continued for those still under threshold	Attendance of students to bespoke sessions. Progress in assessment checks and final outcomes. Group size 3-5 max – in order to ensure delivery by subject specialists and maximise personalization of learning	S Wheatley	£6,000
6thForm IT need	IT provision for those disadvantaged students in post-16 study to access remote learning		S Wheatley	£3,000
			Total cost	£116,570

ADDITIONAL INFORMATION

Evidence used to ensure an informed approach to spending has taken place:

<https://www.gov.uk/government/publications/catch-up-premium-coronavirus-covid-19>

<https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme/covid-19-support-guide-for-schools/>

<https://educationendowmentfoundation.org.uk/evidence-summaries/pupil-premium-guide/>

<https://educationendowmentfoundation.org.uk/tools/guidance-reports/improving-literacy-in-secondary-schools/>

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/>

https://educationendowmentfoundation.org.uk/public/files/Publications/Metacognition/Summary_of_recommendations_poster.pdf

<https://www.learningscientists.org/downloadable-materials>

<https://files.eric.ed.gov/fulltext/EJ971753.pdf> https://www.orientation94.org/uploaded/MakalatPdf/Manchurat/EdPractices_21.pdf

School-based data used to inform this plan:

- Attendance data
- Assessment data (in school subject testing, STAR testing)
- Behaviour data