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

SUMMARY INFORMATION

Total number of pupils:	148	Amount of catch-up premium received per pupil:	£834.59
Total catch-up premium budget:	£123,520		

Total 16-19 tuition fund:	£4,665.97	Amount of catch-up premium received per pupil:	£150

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

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
Year 13 September Assessment task	Ensure rigorous synoptic assessment across all departments, which informs intervention needed with returning students	Sixth form monitoring (of tasks and results) Identification of students for monitoring/intervention Assessment outcomes	S Wheatley	£1,500 (cost of printing)
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 2020.	G Boon	£1,300
Accelerated reader programme	Improved reading of students. Greater access and profile of reading.		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
Implement new assessment system across Year 7-9	Clearer understanding of student learning, identification of gaps and more targeted implementation of support	FORUM meetings Departmental reviews Regular assessment data from subjects	M Stapleton	£2,000
Focus on retrieval practice at KS4	Ensure coverage of all learning (including that delivered in lockdown) is securely understood and embedded.	Evidence in departmental reviews, student assessments (including Mock Examination data)	T Legg	£2,500

Year 10 Mock Examination	Ensure rigorous synoptic assessment across all departments.	Review of assessment tasks prior to use. Assessment Data		£4,000
Positive behaviour policy: actions taken for praise	Thresholds for achievements introduced and actioned. Recognition for students clear and acknowledged to individual and parents/carers. CtL and AtH data shows students engagement in learning.	Praise actions taken (letters, newsletters, assemblies) CtL/AtH/Attendance data		£2,000
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	£26,800

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

Year 11 academic mentoring by SLT	Focus on key marginals who post-COVID need support to engage in learning.	Scheduled meetings Progress in assessment checks and final outcomes.	D Rowley	£1,000
Key students academic mentoring and wider support	Extra support given (TA, GI, Maths/English staff) to secure outcomes for key individuals. Identified students: Year 11: RB (Ma, Eng) Year 12:	Attendance of students to bespoke sessions. Progress in assessment checks and final outcomes.	R Coe	£10,000
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.	S Wheatley	£6,000
IT need	IT provision for those disadvantaged students in post-16 study to access remote learning		S Wheatley	£3,000
			Total cost	£70,000

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