



Covid 'Catch-Up Premium' Report

DRAFT V1.2

EXCELLENCE IS OUR EXPECTATION



Total number of students:	568	Amount of catch-up premium received per student:	£80
Total catch-up premium budget:	£44,800		

Strategy Statement:

At Warblington School, we are committed to providing the highest quality education for all our children regardless of background or barrier to learning in all aspect of school life. We want our students to leave us with qualifications they are proud of and that enable them to reach the next stage of their education, and having developed the character and with a rounded education that ensures they are

“Children from disadvantaged backgrounds are likely to have been more affected particularly severely by closures and may need more support to return to school and settle back into school life. Whilst all students will benefit from the EEF recommendations, it is likely that some forms of support will be particularly beneficial to disadvantaged.”
(Covid-19 Support Guide for Schools – June 2020)

Students’ access to technology has been an important factor affecting the extent to which they can learn effectively at home. In particular, lack of access to technology has been a barrier for many disadvantaged children. We will continue to work with the Local Authority and the DfE to ensure digital devices for those eligible can be claimed, however where there are still gaps so the school will look to invest in building a small stock of additional devices alongside looking at innovative approaches to provide internet access.

The overall aims of our catch-up premium strategy are:

- To reduce the attainment gap between our disadvantaged students and their peers and with those who couldn’t / didn’t engage during the school closure period
- To raise the attainment of all students to close the gap created by COVID-19 school closures

Our school priorities for use of catch-up premium are:

- High quality teaching for all with effective diagnostic assessment. These are outlined on page 4 of this document

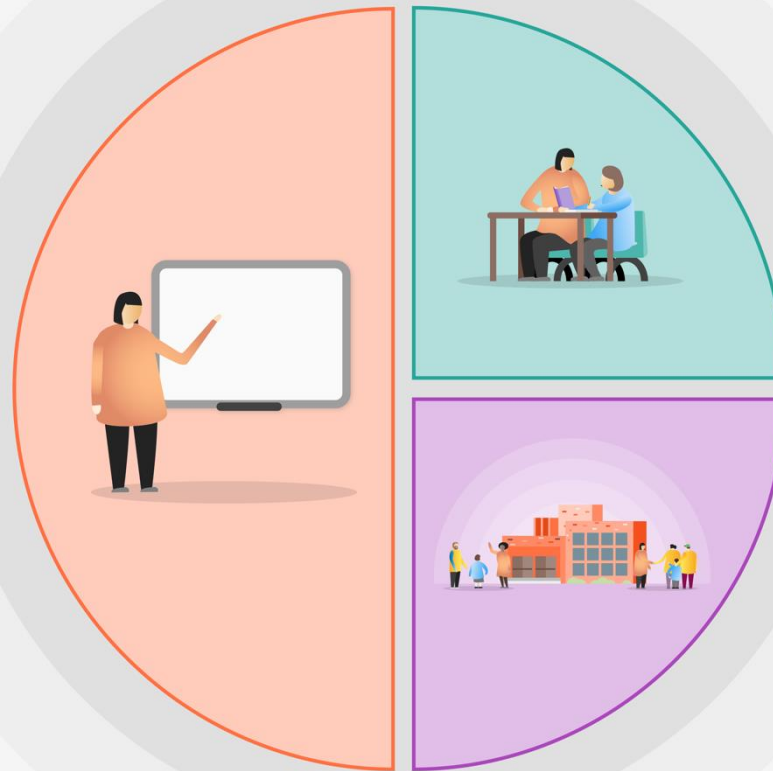
The core approaches we are implementing are:

- Training and coaching for staff to improve their pedagogy of learning and practice in the classroom and in remote delivery – including the use of blended learning...
- Investment in IT for staff and students and families to use to support remote learning
- 1-1 and small group tuition in the spring and summer term for those children who, despite quality first teaching, are still falling behind



1 Teaching

- Effective formative assessment as a central point of T&L
- Teacher CPD programme by:
 - Training and implementing a 12 week programme that places cultural context, retrieval practice, formative assessment and rich summative assessment as key items
 - Use and develop knowledge organisers to ensure students have access to the knowledge and this can be referred to throughout
 - Deliberately reduce workload to ensure concentration on teaching – aiding staff wellbeing and enable high quality teaching
 - Delivering high quality remote learning
- Supporting early career teachers
- Use of the language of ‘catch-up’



2 Targeted academic support

- Deployment of TAs/HLTAs
- Deployment of cover supervisors to support in/with lessons
- Targeted reporting system
- Creation of bespoke learning schedules for those with SEND need.

3 Wider strategies

- Parent / Teacher / Student communications
- Careers programme
- Attendance team support
- Behaviour team intervention
- Ensure the IT is continually developed and improved to enhance blended learning and to ensure that all students have access to the IT



BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	A minority of students do not have access to online learning at all or produced work that was of very low quality. A small minority of students did not return immediately to school in September and therefore have even more <i>catch-up</i> to do.
B	Some students have had a limited access to reading material during the summer term and therefore, their reading ages, may be lower than expected at the beginning of the autumn term 2020.
C	To close identified gaps in knowledge and skills of specific individual students in classes in order for them to make accelerated progress in 2020-21. The gaps between the student;s current attainment and where they would have expected to have been as a result of the closure during Covid-19

BARRIERS TO FUTURE ATTAINMENT

External barriers:

D	To support the emotional and social well-being of specific students who have struggled with the return to school and the differences to their previous school / home routine.
E	Deprivation in term of cultural capital. Students do not have a wide range of experiences beyond the school day and exposure to high texts. Some parents do not have high enough aspirations for their students.
F	



1. Teaching						
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Cost	Staff lead	When will you review this?
<p>Addressing Barrier C:</p> <p>1.1 Ensuring gaps in knowledge have been addressed by: Review and reflect on the gaps in knowledge and skills that are evident from the 6month period of lockdown.</p> <p>Ongoing formative assessment through the use of low stakes testing and in class questioning.</p>	<p>Subject Leaders have identified the gaps in learning, have prioritised students' interventions requirements and have clear strategies to close the gaps in learning.</p> <p>Internal data will demonstrate 80% of students are making progress in line with expectations.</p>	<p>Daisy Christodolou in 'Seven Myths about Education' states, "knowledge builds to allow sophisticated higher-order responses," and that, "when the knowledge base in not in place, students struggle to develop understanding of a topic."</p> <p>As Tom Sherrington states in 'The Learning Rainforest', "Children can advance educationally only when they have the expected prior knowledge. Social justice demands that we give all children equal access to important shared knowledge."</p> <p>"Assessment (to help identify gaps and ascertain what learning has been remembered/forgotten) was identified as the top priority by headteachers, both primary (32%) and secondary (43%), to support disadvantaged students when schools reopen for all students" TeacherTapp, May 2020</p>	<p>Half term testing programme that identifies missing pillars of knowledge that allows for easy data analysis into intervention groupings. Feeds into whole school assessment programme with production of dashboards to monitor impact.</p> <p>Allocation of subject leader time to re-write curriculum plans to ensure core knowledge has been delivered within curriculum time and intervention slots. This will be minuted as per LM meeting</p>	<p>£0</p> <p>Built into whole school CPD programme</p>	<p>ERS / SLT</p>	<p>Fortnightly during LM meetings in 2020-21</p> <p>As part of the school SIP in 2020-21 this will be scrutinised by governors as per the FGB agenda</p>



<p>1.2 Ensure and effective CPD programme for all NQTs and RQTs to support quality first teaching by:</p> <p>Ealy career framework is being embedded for ITT/NQT and RQTs.</p> <p>A full training CPD programme is in place for NQTs.</p> <p>All NQTs have trained mentors.</p> <p>RQTs have a designated coach as part of the school's coaching programme</p>	<p>NQTs and RQTs have access to high quality CPD to support quality first teaching. 100% of NQT/RQT to have complete the CPD sessions and associated work</p> <p>Mentors give the additional support to ensure they have effective and robust NQT/RQT support.</p>	<p>The Early Careers Framework states that, "Teachers are the foundation of the education system – there are no great schools without great teachers. Teachers deserve high quality support throughout their careers, particularly in those first years of teaching when the learning curve is steepest. Just as with other esteemed professions like medicine and law, teachers in the first years of their career require high quality, structured support in order to begin the journey towards becoming an expert. During induction, it is essential that early career teachers are able to develop the knowledge, practices and working habits that set them up for a fulfilling and successful career in teaching."</p>		<p>Additional £500 to cover additional non contact time for mentoring allocated over the 2020-21 school year</p>	<p>ERS / Coaching Team</p>	
<p>Addressing Barrier C:</p> <p>1.3 CPD session focused on supporting disadvantaged boys to improve outcomes</p>	<p>Decrease in attainment gap between disadvantaged and non-disadvantaged boys</p> <p>Communicate clearly the vision with all stakeholders</p> <p>Communicate with and gain knowledge from subject staff in terms of potential 'hooks' for rapport building</p>	<p>Tom Sherrington - 'Teaching for understanding; schema-building and generative learning.'</p> <p>"Different students have different arrays of prior knowledge- so the teaching processes need to engage all students in tasks that allow them all to think about what they already know and the</p>	<p>Attendance and attainment data for disadvantaged boys</p> <p>Joint planning and delivering with SLT</p> <p>Action plan</p> <p>Table of evidence kept up to date</p>	<p>£0</p> <p>Forms part of amended CPD programme</p>	<p>CGY/ MGY</p>	<p>Termly with data collection</p> <p>Annually as a project</p>



		<p>teacher needs to get some sense of the range in the class in order to provide the most appropriate form of instruction”</p> <p>"Assessment (to help identify gaps and ascertain what learning has been remembered/forgotten) was identified as the top priority by headteachers, both primary (32%) and secondary (43%), to support disadvantaged students when schools reopen for all students" TeacherTapp, May 2020</p>	Regular communication with all stakeholders			
<p>Addressing Barrier C:</p> <p>1.4 Purchasing of Visualisers to use in class / remotely to act a whiteboard / modelling tool</p>	<p>To improve quality of live modelling in the classroom Enable a Covid Safe way of sharing work.</p> <p>Success seen in student quality of work/outcomes. Implemented in sow/ teacher planning.</p>	<p>Tom Sherrington - ‘The Learning Rainforest’ -</p> <p>Increased use of live modelling across the school. Enable students to see what good looks like – Support those with SEND. Aids metacognition.</p>	Lesson obs, Student voice – best practice	Visualisers: 20 x £30 = £600	ERS/ IT / MGY	Termly
<p>Addressing Barrier B:</p> <p>1.5 Purchasing of year group reading books (English)</p>	<p>To improve reading ages and reading comprehension skills of students in KS3 and quality of teaching resources across KS3. (Those disadvantaged due to COVID) Success evidenced in</p>	<p>‘Just reading’: the impact of a faster pace of reading narratives on the comprehension of poorer adolescent readers in English classrooms Jo Westbrook, Julia Sutherland, Jane Oakhill and Susan Sullivan.</p>	Added to curriculum map for Autumn term teaching. HIAS support Regular dept meetings	Book purchased Jul 20 Woman in Black x 25 = £174.75	KWF/ HBN	At the end of the reading SofW. Report written to analyse impact



	improved outcomes and improved reading ages and wider choices of reading for pleasure.	Literacy UKLA - 2018	Collaborative planning time, moderation and assessment.	Graveyard Book x 46 = £299.00 Hound of the Baskervilles x 145 = £362.5 Total £836.25		
Addressing Barrier C: 1.6 Allocation of time for coaching team to meet Extend that coaching team as it is more essential as staff are often working alone. This will also impact staff morale as well as the quality of T&L	To support NQTs and new staff joining the school with their teaching. Focus on implementing GROWTH T&L strategy. Success seen in delivery of high-quality T&L from new staff. Graduation from coaching programme. New staff feel integral to the school.	Instructional coaching - EEF – Education Week. Teaching WalkThrus: Five-step guides to instructional coaching by Tom Sherrington and Oliver Caviglioli. To ensure consistency in application and delivery of key T&L priorities. Greater consistency in teaching seen across the school therefore improving student outcomes.	Regular meetings. Clear timeline plan. Organised REM plan.	2 x£368 for 2 half days of HIAS training from Sarah Sedgewick to train and develop coaching	ERS coaching team.	Termly or after key CPD sessions.
Addressing Barrier C: 1.7 Collaboration time allocated to departments to ensure completion of curriculum roadmaps, knowledge organisers and retrieval resources. Use of	Production of Retrieval resources/ Knowledge Organisers /departmental Roadmaps to be used in lessons.	DFE – National curriculum planning 'Plan and Teach well structured lessons' 'Demonstrate good subject and curriculum knowledge' - @ICT Evangelist.	CPD time. Monitoring through LM and T&L lead. Wednesday morning briefings. Collaborative department planning time.	£0 Small amount for photocopying	ERS	Throughout the academic year.



<p>formative assessment essential in addressing student gaps in knowledge due to missed time in school. Increased staff awareness of their curriculum intent, implementation and impact.</p>		<p>‘Great teaching toolkit’ - evidence based education.</p> <p>‘Retrieval practice’ - Kate Jones</p>				
<p>Addressing Barrier C:</p> <p>1.8 CPD for staff on developing high quality remote learning and how to use MS Teams</p>	<p>Improve rates of progress for those forced to be in isolation as a result of close contact. In the event of school closure, staff are prepared for how to deliver and the best strategies of delivering MS Teams integration seamless with classrooms. Reduction of any further gaps in the event of the above happening Improved metacognition and self regulation of studnets over time Self reflective and innovative approaches to teaching increase the engagement.</p>	<p>- Evidence published in the EIF research shows that it is important to develop the subject knowledge of the teachers but also focussing on teachers” pedagogical content - knowledge of how to teach the particular subject. With this in mind and the significant shift to adapting traditional teaching practices it is important to allow for time and additional resources (CPD library) so that technology use can be maximised to improve the consistency of quality first teaching</p>	<p>CPD Time Staff / student / parent surveys</p>	<p>£0 Forms part of amended CPD programme</p>		



2. Targeted Academic 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?	Cost	Staff lead	When will you review this?
Addressing Barriers D & E: 2.1 Advert for vacancy 'Disadvantaged Lead' TLR3 (one year)	To provide a professional development for staff to become an expert in this area to support students and to improve the outcomes of our disadvantaged boys (Year 1) and girls (Year 2)	Attainment gap between disadvantaged and non-disadvantaged High quality teaching is the most important lever and the single strategy which will have the greatest impact on the outcomes of students (EEF) . Lack of aspirations of this particular group of students Lack of engagement/effort to school from this vulnerable group	LM through SLT Careful planning and monitoring Clear communication with all stakeholders	£2000 for TLR3	CGY/ MGY	Fortnightly within LM Termly in terms of each project Annually for impact data
Addressing Barrier D: 2.2 SENCO Development Training	To provide another member of staff with the necessary key skills and areas of expertise to lead SEND provision whole school and the Student Hub department To ensure all students with SEND are fully supported especially those with an EHC plan To ensure we are adhering to all legal requirements	The combined role of AHT/SENCO with increasing roles and responsibilities of AHT is unsustainable To have a succession plan to ensure all students are supported and catered for To increase attainment of students with SEND (EEF)	Weekly LM with member of developing staff LM with HT Clearly communicated action plan to all involved	£0 – redistribution of time of SLT	CGY	Weekly within LM
Addressing Barrier A:	To develop students with EHCP independence and resilience Opportunity for students with EHCP to work with a variety of LSA	Students with EHCP can become over reliant on one member of staff	Careful planning of new timetable Clear and timely communication with	£0 Part of amended CPD programme	CGY/ DHR	Weekly in department meetly Weekly in LM



<p>2.3 Change of working regime of LSA</p>		<p>Students with EHCP need to develop social skills with both staff and peers This has been emphasised due to the lockdown as reported in TES- "Some of the students with SEND have genuinely enjoyed this type of delivery (remote education due to lockdown), as unknown sensory input has been eliminated, there are no crowds and there is no need to worry about masking their neurodiversity"</p>	<p>students and parents/carers Weekly meeting and review of process Staff and student voice and feedback Subject teachers feedback</p>			
<p>Addressing Barrier A: 2.4 Student Hub Mentoring</p>	<p>To develop students with SEND independence and resilience Opportunity for students with SEND to meet weekly in a supportive group as part of a mentoring programme</p>	<p>EEF TA Use: Although costings do not allow LSA help in all classes/ to all students with SEND we need to provide support, this is not just academically but pastorally too. Equipping and educating students with the knowledge and tools to support their own learning will enable them to succeed Amy Forrester within TES "We have no accurate way of measuring how much effort a student has already exerted, nor of monitoring how much more effort they should be applying. More effort does not usually equate to more effective learning"</p>	<p>Careful planning Clear leadership for focus of meeting Planned launch of the initiative</p>	<p>0.4 HLTA Time</p>	<p>CGY/ DCD</p>	<p>Weekly in LM Termly in terms of attitudinal data as well as SDQ results</p>



<p>Addressing Barrier C:</p> <p>2.5 Increase staffing in key areas to ensure smaller group teaching in year 11 and in languages</p>	<p>Year 11 groups reduced to no bigger than 20 in maths and English</p> <ul style="list-style-type: none"> - Knowledge gaps are addressed developing the confidence of students - Support with developing exam technique and becoming more confident with more demanding questions on papers form specific exam boards. - Develop and focus on a specific strategies to maintain students' retention and application of key knowledge including filling in gaps from work missed through absence, so that they are able to confidently approach all questions <p>and groups in languages kept below 20 in lower school to ensure gaps in speaking and listening languages are closed and the school maintains the ambition of a broad and balanced curriculum for all</p>	<p><u>Studies carried out by the EEF</u> has evidenced that small group tuition is proven to be effective. Using specialist subject teachers who know the students needs and aware of their gaps in knowledge can help accelerate the progress of students.</p> <p>Importance of MFL: EEF research</p> <p>EEF Links: Literacy Maths</p>	<p>Timetable ensures implementation</p> <p>Regular LM to evaluate effectiveness</p> <p>Meetings with LLP externally verify effectiveness</p>	<p>English teacher (0.3 additional) £11 217</p> <p>Additional Yr 11 Maths class £6 900</p> <p>Additional language group in each year group £17 201</p>	<p>MHL</p>	<p>Fortnightly LM</p> <p>Governors agendas monthly</p> <p>During annual LLP visit</p>
<p>Addressing Barrier C:</p> <p>2.6 Craig Barton Maths subscription</p>	<p>Ensure good professional development of maths teachers to ensure mastery approach and diagnostic teaching is in place across the subject.</p>	<p>EEF – High quality teaching</p> <p>Barton Maths</p>		<p>£500</p>	<p>MHL/PHE</p>	



3. Wider Strategies						
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Cost	Staff lead	When will you review this?
<p>Addressing Barrier E:</p> <p>3.1 A new system in place for parents evenings in 2020/21 to ensure regular dialogue between home and school regarding academic performance</p>	To maintain communication between school and parents regarding academic performance	EEF parental engagement	<p>Teacher CPD to ensure system used</p> <p>Training on how to be succinct in reporting to parents</p> <p>Training for parents to ensure accessibility</p> <p>HoY to follow up those who do not make appointments</p>	£678 (Cost of schoolcloud system)	FLY	<p>Survey to parents after each evening</p> <p>Survey to staff to assess impact on workload.</p>
<p>Addressing Barrier E:</p> <p>3.2 Advert for vacancy 'Transition Coordinator' TLR3 (one year) to support transitions from KS2 – KS3 and KS4 to KS5 by:</p>	<p>Virtual events to ensure students meet staff and tutors (pastoral care prioritised), Website redesign with bespoke section</p> <p>Virtual Careers Fair and careers events (eg meet the employer) set up virtually.</p> <p>Additional Future Focus sessions to support Year 9/10/11 careers advice and guidance</p>	<p>Recent county review looking at potential numbers for September 2022</p> <p>Virtual events will ensure all students, regardless of Tier 1-4 closure will have access to pastoral support and careers, advice, and guidance. Reduction in NEETs.</p>	<p>Clear advert for the vacancy, stating roles and responsibilities as well as the aims and objectives of the project</p>	<p>TLR 3: £2000</p> <p>Virtual careers fair and tech support: £500</p> <p>Additional careers</p>	<p>CGY</p> <p>KS4 to 5: BGT</p> <p>MHL</p>	<p>Weekly within LM</p> <p>Termly as per action plan</p> <p>Annually as an evaluation including number of first choice allocations</p>



<p>To better inform and liaise with our feeder primary schools about Warblington School and what we have to offer</p> <p>To clearly communicate the transition process with all prospective parents and carers</p>	<p>Intensive structure placed around the transition and future monitoring of SEND students through increased staffing, reporting systems and intervention strategies</p>	<p>Additional support will ensure all students are on course to reach their intended destination post 16</p> <p>100% of SEND students at E and K to have over 93% attendance and progress in line with starting points</p>		<p>support: £1500</p>		
<p>Addressing Barrier A:</p> <p>3.4 License agreement for 158 loaned laptops to ensure Office 365 licensing</p>	<p>To be able to provide the Government sourced laptops to all our students who do not currently have a device to work remotely from. Cost required to allow them access to programmes</p> <p>Work is completed and submitted to the class teacher</p> <p>Safeguarding software extension</p>	<p>Lack of or no work submission via our online platform of Class Charts</p> <p>Communication with parents/carers informing us there child does not have access to the required technology</p> <p>High quality teaching is the most important lever and the single strategy which will have the greatest impact on the outcomes of students (EEF). The studies carried out by the EEF as part of the teaching and learning toolkit consistently find that digital technology is associated with moderate learning gains: on average an additional four months progress.</p>	<p>Close communication between AHT and ICT</p> <p>Loan agreement forms prepared and then signed for by student and parent/carer</p> <p>Tracking of laptop serial numbers and student allocated</p>	<p>158 x £30</p> <p>£49.20</p>	<p>CGY/ CKT/ KMS</p>	<p>Daily and then weekly</p>



<p>Addressing Barrier D:</p> <p>3.5 IT provision including network capacity</p>	<p>High quality learning experiences can be provided where students are having to self-isolate, a rota system has been implemented or if there are further school closures.</p> <ul style="list-style-type: none"> - In the event of any school closures the school systems are future proofed and staff are able record and deliver online lessons. - Ensuring time and money is invested in this area will ensure higher quality of home learning can be implemented in to the future, where necessary developing a blended model when students are absent from school or used as part of the school's 	<p>Due to the current pandemic and in line with the government expectations it is vital that the technology enables teachers to provide high quality learning experiences where students will have to self-isolate or in the event of further school closures. As a result, the school has prioritised to improve the IT capacity of the school systems. This will include:</p> <ul style="list-style-type: none"> - Enhancing the network capacity in terms of enabling recording of lessons - Additional server capacity - Hardware purchases to enable lessons to be recorded including but not limited to webcams, microphones, visualizers and smartboards. Possibly graphics tablets or devices which enable writing features so that staff are able to provide high quality resources. - Software purchases to ensure lessons can be recorded, edited and additional software such as feedback/assessment which can be used to sustain students interest. 		<p>Webcams: 5 x £40 = £200</p>	<p>MHL CGY CKT</p>	<p>Ongoing weekly and reported via LM</p>
<p>Addressing Barrier D:</p> <p>3.6 Increased capacity to</p>	<p>Increased presence of SLT (duty day allocated) and development of a reflection room, manned by HoY ensure that those students struggling are picked up and helped to get back on track behaviourally.</p>	<p>Improving behaviour in schools (EEF)</p>	<p>Behaviour data from Classcharts that is reported to SLT fortnightly and governors monthly as part of HT report</p>	<p>Cost of leadership time (readjusted time)</p>	<p>MHL / JFR</p>	<p>Fortnightly)internally with Hoy / SLT / inclusion team)</p>



support and improve the emotional and social wellbeing of students	Include team to work the most vulnerable families		indicate behaviour incidents are declining. Where they are not, action plans in place to address the needs of individuals.	£7500 Include project		Monthly governors report As required by county team Reports by Include team and surveys of those involved
<p>Addressing Barrier D:</p> <p>3.7 Targeted support for students whose low self-esteem and emotional resilience has significant impact on their academic progress, particularly those students who are part of the succeed</p>	<p>- Sessions are developed which help staff to better support students holistically in terms of the challenges due to the pandemic</p> <p>- Bespoke targeted support for those students with significant needs or who have been adversely affected due to the school closures</p>	Students' experiences of the lockdown period will have been very varied. For some, it will mostly have been a safe and enjoyable time. For others, it will have been challenging or traumatic. For these students they will benefit from support/counselling and highly skilled mentoring from trained staff and specialists including the use of resources such as PiXL 'Build Me Up' to help them re-engage with school, particularly some of those who are from disadvantaged backgrounds and those in care. Allow for time to develop approaches and strategies which can be used develop emotional approaches bespoke to the needs of the students		PiXL Build up programme and resourcing: £800		
3.8 Virtual Tour of the School	For prospective staff, parents and carers to see the school and what it has to offer virtually whilst currently we are allowing no visitors on site	To continue working on our marketing and of the school whilst we are in lockdown and not able to have visitors	Student feedback Staff feedback Parent/Carer feedback	£250 video set up costs	CGY	Constantly as we progress with the project



	To ensure those who are anxious of returning to school have access to an online version which can be used to familiarise	To reduce student, parent/carer anxiety before they attend the school site. To further develop our transition process	Feedback from feeder school questionnaires Feedback from students with SEND especially those transitioning to us with an EHCP			
Addressing Barrier D: 3.9 Provision of laptops into Reflection Room / Wave 3	Students who need to use the facilities following behaviour sanctions can engage in the learning of the lesson immediately.	From last lock down it is evident that students who are already at a disadvantage struggle to be engaged in the learning and therefore are more likely to receive sanctions.	Students in KS4 will have priority to engage in their learning using laptops whilst they are in the reflection room.	10 laptops x£250 £2500	JFR / CBL	Ongoing each lesson
Addressing Barrier D: 3.10 Provision of a new House coloured tie to promote belonging	Introduction of a house system from Sept 2020 to encourage a belonging and to give a whole school focus Each student to receive a new house coloured tie to promote the system and to avoid parents any further expense at a challenging time		All students to be presented with a tie, in the summer term, including the new year 7's 2021.	600 x £4 = £2400	MHL VWN GCN	Student / staff surveys