Covid-19 'Catch-Up Premium' Report
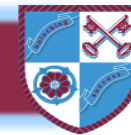
1. Total COVID-19 Income

Below details the Covid-19 related income and expenditure (Cost element 6565) over the financial year 2020-21 and 2021-22. Evidence of funding spend is detailed in the final column.

Please note, this funding is in addition to the pupil premium funding which can be found HERE

Funding Heading	Income	Expenditure	Evidence of Spend
Food Vouchers	£6,425 (01.12.20) £800 (01.12.20) £60 (05.02.21) £525 (04.03.21) £4,016 (16.03.21) **2020/21: £11,826**	£5,970 (10.12.20) £3,945 (11.02.21) £12,640 (23.03.21 – 31.03.21) **2020/21: £22,555**	All records of vouchers issued, are kept in school and available for audit purposes
	£2,070 (20.05.21) £11,520 (04.06.21) £7,980 (09.07.21) £1,995 (18.10.21) £225 (22.10.21) £4,560 (09.12.21) **2021/22: £28,350**	£2,025 (24.05.21) £50 (29.09.21) £7,980 (08.09.21) £2,160 (19.10.21) £30 (19.10.21) £50 (07.12.21) & £50 (03.11.21) £4,410 (13.12.21) **2021/22: £16,755**	

Funding Heading	Income	Expenditure	Evidence of Spend
Mass Testing Fund https://www.gov.uk/government/publications/coronavirus-covid-19-mass-testing-funding-for-schools-and-colleges/coronavirus-covid-19-mass-testing-funding-for-schools-and-colleges-spring-2021-payment-technical-note	£720 (31.03.21) £27,420 (03.09.21) £10,180 (26.11.21) £3,000 (25.01.22) – ONS Testing *?Testing for January?*	This has gone to subsidise the salaries of those testing and equipment required to convert the dance studio.	
Outbreak Management Fund https://www.gov.uk/government/publications/contain-outbreak-management-fund-2020-to-2021/contain-outbreak-management-fund-guidance-financial-year-2020-to-2021	£14,000 (29.03.21) £4,700 (12.11.21)		
Tutoring Grant https://www.gov.uk/government/publications/national-tutoring-programme-ntp/national-tutoring-programme-ntp	£5,492.81 (30.09.21) £5,374.69 (04.01.22) *Expected 2 x £5,500 in 04.22 & 06.22*		Appendix B: pages 20-
Covid-19 Catch Up Grant (2020/21) https://www.gov.uk/government/publications/catch-up-premium-coronavirus-covid-19/catch-up-premium	£11,670 (02.10.20) £14,420 (26.02.21) £18,630 (04.06.21) **£44,720**		Appendix A: pages 3-19
Recovery Premium (2021/22) https://www.gov.uk/government/publications/recovery-premium-funding/recovery-premium-funding	£5,600.75 (30.09.21) £5,528.25 (04.01.22) *Expected 2 x £5,500 in 04.22 & 06.22*		Appendix C: pages

2. 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.

2.1 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

2.2 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

2.3 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

APPENDIX A – Catch Up Grant 20/21

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'
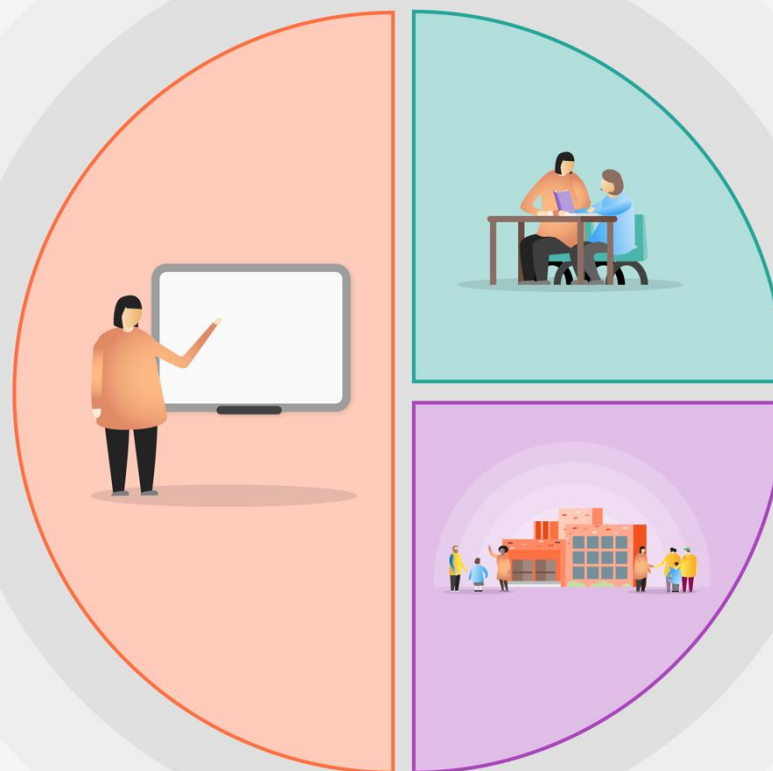
2 Targeted academic support

- 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
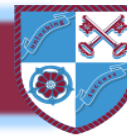
BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	A minority of students do not have access to online leaning at all or produced work that was of very low quality. A small minority of students did not return immediately to school in September and therefore have even more *catch-up* to do.
B	Some students 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

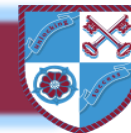| BARRIERS TO FUTURE ATTAINMENT	
External barriers:	
D	To support the emotional and social well-being of specific students who have struggled with the return to school and the differences to their previous school / home routine.
E	Deprivation in term of cultural capital. Students do not have a wide range 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	IMPACT
Addressing Barrier C: 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. Ongoing formative assessment through the use of low stakes testing and in class questioning.	Subject Leaders have identified the gaps in learning, have prioritised students' interventions requirements and have clear strategies to close the gaps in learning. Internal data will demonstrate 80% of students are making progress in line with expectations.	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." 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." "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	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. 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	Built into whole school CPD programme	ERS / SLT	Fortnightly during LM meetings in 2020-21 As part of the school SIP in 2020-21 this will be scrutinised by governors as per the FGB agenda Appendix D – Overview of curriculum adaptions

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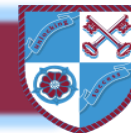|						
Ensure and effective CPD programme for all NQTs and RQTs to support quality first teaching by: Early career framework is being embedded for ITT/NQT and RQTs. A full training CPD programme is in place for NQTs. All NQTs have trained mentors. RQTs have a designated coach as part of the school's coaching programme	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 Mentors give the additional support to ensure they have effective and robust NQT/RQT support.	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."		Additional £500 mentoring time allocated over the 2020-21 school year	ERS / Coaching Team	ECTs are following the UCL ECT programme in 1 hr fortnightly coaching sessions. The UCL programme allows students to review teaching standards and complete both independent and group tasks to help develop their teaching practice. Pop ins used to see progress in practise and see ECTs implementing strategies.
Addressing Barrier C:	Decrease in attainment gap between disadvantaged and non-disadvantaged boys		Attendance and attainment data for disadvantaged boys	£0	CGY/ MGY	Termly with data collection

CPD session focussed on supporting disadvantaged boys to improve outcomes	Communicate clearly the vision with all stakeholders Communicate with and gain knowledge from subject staff in terms of potential 'hooks' for rapport building		Joint planning and delivering with SLT Action plan Table of evidence kept up to date Regular communication with all stakeholders			Annually as a project
Addressing Barrier C: Purchasing of Visualisers to use in class	To improve quality of live modelling in the classroom Enable a Covid Safe way of sharing work. Success seen in student quality of work/outcomes. Implemented in sow/ teacher planning.	Tom Sherrington - 'The Learning Rainforest' - Increased use of live modelling across the school. Enable students to see what good looks like – Support those with SEND. Aids metacognition.	Lesson obs, Student voice – best practice	20 x £50 = £1000	ERS/ IT / MGY	Live modelling used in classrooms using a variety of methods – visualisers, IWBs/WBs and through practical demonstrations. Evidence gathered through coaching dropins and formal observations.
Addressing Barrier B: Purchasing of year group reading books (English)	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 improved outcomes and	'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. Literacy UKLA - 2018	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. ERS / HBN reading scheme

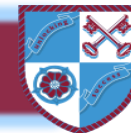|						
	improved reading ages and wider choices of reading for pleasure.		Collaborative planning time, moderation and assessment.	Graveyard Book x 46 = £299.00 Hound of the Baskervilles x 145 = £362.5 Total £836.25		<mark>impact document</mark>
Addressing Barrier C: Allocation of time for coaching team 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. <u>Teaching WalkThrus: Five-step guides to instructional coaching</u> <u>by Tom Sherrington and Oliver Caviglioli.</u> 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.	£500	ERS coaching team.	Termly or after key CPD sessions.
Addressing Barrier C: Collaboration time allocated to departments to ensure	Production of Retrieval resources/ Knowledge Organisers /departmental Roadmaps to be used in lessons.	DFE – National curriculum planning 'Plan and Teach well structured lessons'	CPD time. Monitoring through LM and T&L lead. Wednesday morning briefings.	£0	ERS	Evidence: Curriculum Roadmaps Curriculum Booklet

completion of curriculum roadmaps, knowledge organisers and retrieval resources. Use of 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.		'Demonstrate good subject and curriculum knowledge' - @ICT Evangelist. 'Great teaching toolkit' - evidence based education. 'Retrieval practice ' - Kate Jones	Collaborative department planning time.			
Addressing Barrier C: CPD for staff on developing high quality remote learning and how to use MS Teams	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	- 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	CPD Time Staff / student / parent surveys			Top 10 Tips 1 Top 10 Tips 2

	Improved metacognition and self regulation of studnets over time Self reflective and innovative approaches to teaching increase the engagement.	additional resources (CPD library) so that technology use can be maximised to improve the consistency of quality first teaching				

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	IMPACT
Addressing Barriers D & E: 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 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	CGY/ MGY	Impact report available, presented to governors
Addressing Barrier D: 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	Weekly LM with member of developing staff LM with HT Clearly communicated action plan to all involved		CGY	New SENDCO Appointed (Sept 2021) and training to commence 21-22

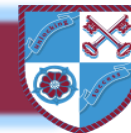|						
Addressing Barrier A: Change of working regime of LSA	To develop students with EHCP independence and resilience Opportunity for students with EHCP to work with a variety of LSA	Students with EHCP can become over reliant on one member of staff Students with EHCP need to develop social skills with both staff and peers	Careful planning of new timetable Clear and timely communication with students and parents/carers Weekly meeting and review of process Staff and student voice and feedback Subject teachers feedback		CGY/ DHR	Weekly in department meetly Weekly in LM
Addressing Barrier A: Student Hub Mentoring	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	Although costings do not allow LSA help in all classes/ to all students with SEND we need to provide support Equipping and educating students with the knowledge and tools to support their own learning will enable them to succeed	Careful planning Clear leadership for focus of meeting Planned launch of the initiative	0.4 HLTA Time	CGY/ DCD	Weekly in LM Termly in terms of attitudinal data as well as SDQ results
Addressing Barrier C: Increase staffing in key areas to ensure smaller group teaching in year 11 and in languages	Year 11 groups reduced to no bigger than 20 in maths and English - 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'	Studies carried out by the EEF 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. Importance of MFL:	Timetable ensures implementation Regular LM to evaluate effectiveness Meetings with LLP externally verify effectiveness	HMN (£10k) MHL (£2.5k) MTR (£12k)	MHL	Case Studies Booklet Outcomes 2021

	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

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 | | | | | |
| **Addressing Barrier C:**

Craig Barton Maths subscription | Ensure good professional development of maths teachers to ensure mastery approach and diagnostic teaching is in place across the subject. | EEF – High quality teaching | | £250 | MHL | <mark>QAR Maths report Autumn 2022</mark> |

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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	IMPACT
Addressing Barrier E: A new system in place for parents evenings in 2020/21 to ensure regular dialogue between home and school regarding academic performance	To maintain communication between school and parents regarding academic performance	EEF parental engagement	Teacher CPD to ensure system used Training on how to be succinct in reporting to parents Training for parents to ensure accessibility HoY to follow up those who do not make appointments	£678	FLY	Parents evening survey results shown in Case Study Docs
Addressing Barrier E: Advert for vacancy 'Transition Coordinator' TLR3 (one year) to support transitions from KS2 – KS3 and KS4 to KS5 by:	Virtual events to ensure students meet staff and tutors (pastoral care prioritised), Website redesign with bespoke section Virtual Careers Fair and careers events (eg meet the employer) set up virtually. Additional Future Focus sessions to support Year 9/10/11 careers advice and guidance	Recent county review looking at potential numbers for September 2022 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.	Clear advert for the vacancy, stating roles and responsibilities as well as the aims and objectives of the project	TLR 3: £2000 Virtual careers fair and tech support: £500 Additional careers	CGY KS4 to 5: BGT MHL	Weekly within LM Termly as per action plan Annually as an evaluation including number of first choice allocations

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To better inform and liaise with our feeder primary schools about Warblington School and what we have to offer To clearly communicate the transition process with all prospective parents and carers To offer a professional development opportunity for a staff member to become an expert in this field	Intensive structure placed around the transition and future monitoring of SEND students through increased staffing, reporting systems and intervention strategies	Additional support will ensure all students are on course to reach their intended destination post 16 100% of SEND students at E and K to have over 93% attendance and progress in line with starting points		support: £1500		
Role and responsibility of AHT to lead on the marketing of the school with specific focus on our feeder primary schools	To increase our first place choices in our year 7 cohort	Recent county review looking at potential numbers for September 2022 Responses and feedback from questionnaire sent to all year 5 and 6 students in our feeder primary schools	Clear and concise, timely action plan delivered to all stakeholders including governors.		CGY	Over 155 first choices for Sept 2022 – our highest year group. Over 30 in year admissions

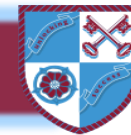|						since Sept 2021
Addressing Barrier A: License agreement for 158 loaned laptops to ensure Office 365 licensing	To be able to provide the Government sourced laptops to all our students who do not currently have a device to work remotely from. Cost required to allow them access to programmes Work is completed and submitted to the class teacher	Lack of or no work submission via our online platform of Class Charts Communication with parents/carers informing us there child does not have access to the required technology 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.	Close communication between AHT and ICT Loan agreement forms prepared and then signed for by student and parent/carer Tracking of laptop serial numbers and student allocated	158 x £30	CGY/ CKT/ KMS	175 laptops distributed during lockdown and since. Continually used for students who are absent
Addressing Barrier D: IT provision including network capacity	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. - In the event of any school closures the school systems are future proofed and staff are able record and deliver online lessons.	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		Webcams: 5 x £40 = £200	MHL CGY CKT	Ongoing weekly and reported via LM minutes

	- 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	school systems. This will include: - 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.				
Addressing Barrier D: Increased capacity to support and improve the emotional and social wellbeing of students	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.		Behaviour data from Classcharts that is reported to SLT fortnightly and governors monthly as part of HT report indicate behaviour incidents are declining. Where they are not, action plans in place to address the needs of individuals.	£7000	MHL / JFR	Fortnightly (internally with Hoy / SLT / inclusion team) Monthly governors report As required by county team
Addressing Barrier D:	- Sessions are developed which help staff to better support students	Students' experiences of the lockdown period will have been very varied. For some, it will		PiXL Build up programme		

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	holistically in terms of the challenges due to the pandemic - Bespoke targeted support for those students with significant needs or who have been adversely affected due to the school closures	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		and resourcing: £800		
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 ensure those who are anxious of returning to school have access to an online version which can be used to familiarise	To continue working on our marketing and of the school whilst we are in lockdown and not able to have visitors To reduce student, parent/carer anxiety before they attend the school site To further develop our transition process	Student feedback Staff feedback Parent/Carer feedback Feedback from feeder school questionnaires Feedback from students with SEND especially those transitioning to us with an EHCP	£250	CGY	Link to tour
Addressing Barrier D:	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	Students in KS4 will have priority to engage in their learning using laptops	10x£250 £2500	JFR / CBL	Ongoing each lesson

| Provision of laptops into Reflection Room / Wave 3 | | therefore are more likely to receive sanctions. | whilst they are in the reflection room. | | | |

APPENDIX B – National Tutoring Spend 2021-22

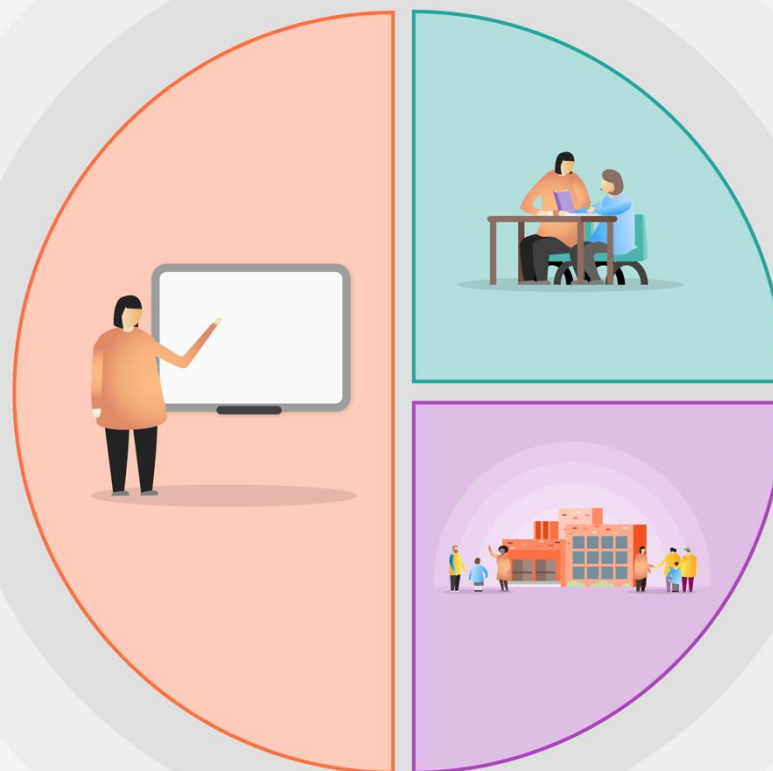|	Members of staff	Planned Approach
English	1 member of staff to act as tutor	TLR3 starting March 2022 to initially work with ten year 11 students on their English Language skills gaps and literature knowledge gaps. These students have been identified by the dept and attend after school sessions on their gaps. Work is set between sessions via Classcharts which is then covered in the following session. 15 sessions for each group planned.
Mathematics	1 tutor appointed	15 key disadvantaged students on programme 1 (started February 2022). Mainly year 11 to action PPE gaps. This will consist of 15 hours of tuition, after school for students leading to May/June exams. This will then work
Science	3 members of staff acting as tutors	TLR3's paid for staff. Bespoke catch up programmes designed for different year groups. Groups are running in mornings, lunchtimes and after schools depending on year group and need. 15 hour programme developed, based on knowledge gaps resulting from lockdown learning gaps. One group is focussed on year 11 and looking at the longer, 6 mark questions where literacy and vocabulary has been identified as a key programme.

A report from each of these programmes will show progress made and will be available at the end of each 15 hour programme.

Outside of this funding, our 'Gateway Provision' which we usually provide for year 7 as part of their transition has been extended into year 8 since we found that this group of students who had been identified as not quite secondary ready had missed a considerable amount of their first year of secondary education as a result of lockdown.

APPENDIX C – Recovery Premium 21/22

1 Teaching

- Great Teaching Toolkit. Self evaluation carried out, initial observations carried out, training programme to be developed using this toolkit
- Use of career stage expectations redeveloped in Professional Growth
- Use of NPQ qualifications to upskill staff and develop a coaching model.
- Increase staffing levels in maths to reduce class sizes down

2 Targeted academic support

- Careers mentoring
- Use of Tutors

3 Wider strategies

- Mental health lead additional support
- Performing Arts performance

Total Funding: £22,000

Expected spend: £33,500

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?
Setting of PM targets using career stage expectations	- Rebranding of performance management to professional growth - Clear definitions of expectations based on experience and career stage (ECT/Main/UPR1/UPR23/Leadership) - Targets relate to career stage - Greater consistence across staff body; Managers across career stage not - Staff wellbeing improved as a result of parity of objectives	EEF Toolkit - Collaboration Target Setting	Staff feedback SLT Monitoring	CPD Time	CGY	Sept 2023
Great Teacher Toolkit – year subscription	- Professional growth targets relate to GTT - Observations targeted around GTT to identify clear strengths and areas for development across teaching staff - Use of resources to begin an area of professional growth - Subscription for 1 year from April 2022 to maximise full of subscription. - Lead to expertise and coaching teams to enhance consistency in quality of teaching across school.	Great Teaching Toolkit	Staff feedback QAR reports Feedback to governors Reports from Local Authority advisors / inspectors	£5000	FLY	

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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?
NPQ Quals	We have staff involved in the following with a view to developing their leadership of teaching and learning across the school: 2 x senior leadership NPQSL 1 x NPQBC (Behaviour and Culture) 2 x NPQLT (Leading Teaching) 1 x NPQLTD (Leading Teaching Development)			Staff cover to attend learning opportunities (Approx 6 x 4 days x £200 per day cover = £4800)	CGY	September 2023
Appointment of a part-time maths teacher	Appointment of an experienced additional 0.6 maths teacher for Summer Term to reduce group sizes and increase the quality of teaching in the dept. Expert on mastery teaching to disseminate across the dept	EEF Toolkit – Smaller Group Tuition EEF Toolkit – Reducing Class Sizing EEF Toolkit – Mastery Learning	QAR reports Lesson obs Student voice	Cost April to Sept £13000 After this time the cost is covered due to increase in roll from Sept 2022	MHL	

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?
Careers Mentoring	Extending the mentoring to lower down the school (year 9) to further develop aspirations. Team to work with our students in The Key (PRU)	Joseph Rowntree Foundation	Line Management Student Voice	£1800	BGT	Each Term (Gov report)
Tutors in Maths, English and Science	National tutoring Grant covers 75%, so this money covers the rest. See Appendix B for intended outcome	https://www.gov.uk/government/publications/national-tutoring-programme-ntp/national-tutoring-programme-ntp	Reports to govs following each programme	£5000	MHL	Every term

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?
JFR Mental Health Lead course[1]	Continue to embed a trauma informed practice across the staff body and school systems to support the mental health of the school community. Enable students to understand the way our minds work and to accept anxiety and worry as part of life and to adopt strategies for self- help.	Cultural Capital sessions throughout the year to focus on mental health and strategies to support healthier practices. Staff CPD to further develop day to day support for a trauma informed approach.	Regular student focused tutor sessions across the year to embed healthier practices within the cultural capital sessions run through tutor time.	£1200 Diploma in Mental Health (JFR) Certificate in Mental Health (JSS) Funded by Gvmt.	JFR	July 2022
Performing Arts Performance	To involve students in a production. Performing in front of an audience is an area that has really been missed post covid, with many KS4 students having not performed and some KS3 students in the same position. The school has identified this as an issue and seek a big performance to raise the profile. Students will be targeted to take part in all aspects.	EEF Toolkit – Social Learning Sutton Trust – the importance of the Arts	Participation monitored Performance in December 2022	£2500	LWF	Dec 2022

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[1] Please note this course is in addition to the mental health grant course. This course goes above the level that the grant could be useful for but means we have the desired level of expertise in school to prioritise this aspect

TOTAL EXPECTED SPEND: £33,500

Addressing COVID gaps – subject areas.

Departments areas have adapted their curriculums in light of the COVID pandemic and the move to online teaching for a period of time. Curriculums have been reviewed and refined to address any gaps in learning that may have resulted because of this. A summary of how skills and knowledge gaps are being addressed is below:

English:

Maths:

Science:

Geography:

During the Covid national lockdowns the department continued to deliver the learning pathway as shown on the roadmap. Lessons were shortened to 45mins and included a clearly structured PowerPoint with an element of teacher input, followed by a series of independent tasks. Students were required to upload these tasks for feedback. Due to the unitised approach taken we have been able to reduce the impact of knowledge gaps covering or revisiting core concepts when necessary. For those students who did not engage or submit work during lockdown, regular knowledge checks and revisiting of key concepts have been undertaken.

History:

Weimar was taught during lockdown so once we have finished the Cold War we will be re-teaching this area. We have been utilising Class Charts to give students greater access to revision materials and powerpoints that they find useful. We will be heavily focusing on exam skills (this is what our revision is) to help. With year 7, we are ensuring that written work is well modelled and scaffolded to help with literacy. We read together giving students time to check understanding.

MFL:
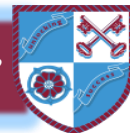
Art/Photography:

PE:

On students return, activity levels were prioritised to ensure that lessons were physically demanding for a sustained period of time. This was felt to be necessary as information suggested that student fitness levels had declined throughout the pandemic. -Although most knowledge could be delivered through blended learning, certain skills/game couldn't be delivered due to a lack of space/equipment/people. Therefore, when delivering lessons that followed, these aspects were prioritised.

RE:

Students often transition into secondary education with less key religious skills than other core skills. In Year 7 it is important to establish / remind students of the cycle of enquiry approach and ensure that they are able to communicate their current understanding confidently and then begin to focus on the skills needed to "understand" what it might be like to 'live within a religious tradition'. As confidence grows with the students, they are moved onto more challenging aspects when they are provided with opportunities to raise perceptive questions and discuss them with others.

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Drama:

Students arriving in year 7 have little to no drama experience. Gaps in year 7 are addressed through the skills in year 8 being simplified and built upon over the year. Many areas in year 8 revisit skills from year7. The year 11 curriculum has been adapted to focus fully on the 3 main strands of the GCSE written paper and the skills and techniques assessed through the practical units. Students are being provided with as many opportunities as possible to work collaboratively on performances.

Music: Students have had limited access to instruments and resources throughout the period of online teaching so arrive with little experience and knowledge of music.

Year 8 – focussing on instrumental skills.

Year 9 – focussing on improve student confidence to perform in front of others.

Year 11 – more h/wk independent research tasks to complete out of school being set to allow more the majority of lessons in school to be used for practical rehearsals/performance.

Dance: Students arrive in year 7 with a lack of practical dance experiences and limited performance opportunities. This has also been the cases for all students during the lockdown. This is being addressed by providing as many practical opportunities as possible, including after school activities. Lots of live modelling, 1-1 tuition and feedback is being
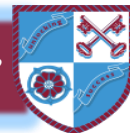
used. AHT strategies are being used in theory lessons to aid with recall and retention of knowledge as well as regular LST. Feedback is an integral part in all lessons to ensure students fully understand how improvements can be made to enable progress.

Textiles:

Computing:

At the start of 2021, KS4 students completed a questionnaire to reflect on their previous knowledge. This provided some insight into teaching sequence of KS4. In KS3, the topic system architecture was expanded to ensure students had the fundamental knowledge of how computers work and how to use Warblington school system.

The Computing Department recognises the effects of learning due to COVID-19 and the periods of remote working. This means our curriculum needs to be discreetly adapted to ensure students can close the gap and continue to make progress. Though the order of units/topics have not changed, there will be a focus of 'recap and review' to ensure fundamental concepts are fully established.

Homework

Keystage	Resource	Why?
3	IDEA	IDEA allows students to practice their core IT skills whilst working towards a nationally recognized badge.
	Code.org	Code.org allows students to practice using visual programming to complete a range of tasks whilst implementing core programming concepts.
4	Code.org	Code.org allows students to practice using visual programming to complete a range of tasks whilst implementing core programming concepts.
	Exam Style Questions	Strong exam style answering technique is key to success in COMP1 J267. This is set via classcharts or Seneca.

Food:

Many students struggled during the pandemic to obtain resources required to take part in food practical activities meaning students arrived at Warblington with little knowledge and skills of Food whilst existing students were not able to develop and practise existing skills. Year 7 students need careful introduction and baseline assessment to ensure work is

pitched accurately to support progress. Year 8 students need confidence building within the food room and using types of equipment and a variety of ingredients and following a list of instructions (recipe) to a timeframe. Year 9 need skills development and to support understanding of the subject content at GCSE in order to inform options. Year 10 students need to practice exam technique and stretch and challenge in terms of their recipes and choosing skills to attain higher grades. Year 11 need careful revision and to identify topics that they are weaker and lack understanding and support on writing at length independently. Selection of recipes needs discussion.