

## Catch-Up Premium Plan The Elton High School

Summary information					
<b>School</b>	The Elton High School				
<b>Academic Year</b>	2020-21	<b>Total Catch-Up Premium</b>	Spring 2021	£48,330	<b>Number of students</b> 1031
			Summer 2021	£34,830	
			Total budget	£83,160	
Guidance					
<p>The coronavirus pandemic has caused significant disruption to the education of all young people since March 2020. This grant has been provided for the academic year of 2020-2021 to help schools to put robust plans in place to support our most disadvantaged learners and enable us to plan interventions which will help to combat the loss of learning.</p> <p>Schools' allocations will be calculated based upon the number of students on roll. Each mainstream school will have received a total of £80 for each student from Year 7 through to 11.</p>					
Use of Funds			EEF Recommendations		
<p>Schools should use this funding for specific activities to support their pupils to catch up with lost teaching over the previous months, in line with the guidance on <a href="#">curriculum expectations for the next academic year</a>.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a <a href="#">coronavirus (COVID-19) support guide for schools</a> with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way.</p>			<p>The EEF advises the following:</p> <p><b>Teaching and whole school strategies</b></p> <ul style="list-style-type: none"> <li>➤ Supporting great teaching</li> <li>➤ Pupil assessment and feedback</li> <li>➤ Transition support</li> </ul> <p><b>Targeted approaches</b></p> <ul style="list-style-type: none"> <li>➤ One to one and small group tuition</li> <li>➤ Intervention programmes</li> <li>➤ Extended school time</li> </ul> <p><b>Wider strategies</b></p> <ul style="list-style-type: none"> <li>➤ Supporting parent and carers</li> <li>➤ Access to technology</li> <li>➤ Summer support</li> </ul>		

**Identified impact of lockdown** -information collated December 2020

**English**

The reading and spelling age of all Year 7 – 9 students have been assessed during the first half of Autumn Term, with a number within each year achieving scores below expected:

	YEAR 7	YEAR 8	YEAR 9
Reading (% below age related expectation)	39%	28%	34%
Spelling (% below age related expectation)	44%	27%	50%

At the end of Summer 2020 the % of students not meeting targets in English were as follows:

	YEAR 7	YEAR 8	YEAR 9	YEAR 10
% below target in English	58.5%	63.5%	53.7%	62.4%

The above data highlights the need for fundamental work to accelerate the progress of students in reading and writing. Further to this, the continued focus upon the development of oracy skills will also help to facilitate more rapid progress.

**Mathematics**

Data at the end of 2019-2020 showed that a number of students had failed to reach targets thus leading to the assumption that there are significant gaps in maths knowledge and skills. This is likely to be caused by the fact that some students did not fully engage with all aspects of the remote learning and some have struggled to grasp complex concepts without direct instruction / intervention from specialist teachers.

Year 7 baseline assessments completed in October 2020 show that 106/204 students were below the national average (52%).

At the end of Summer 2020 the % of students not meeting targets in Maths were as follows:

	YEAR 7	YEAR 8	YEAR 9	YEAR 10
% below target in Maths	95.3%	84.2%	54.6%	81.3%

<p><b>Curriculum</b></p>	<p>There are now significant gaps in knowledge and skills across the curriculum for a number of students within each year group. Whole units of work have not been explicitly taught, meaning that students are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. Practical skills have been particularly affected, with most students not having the resources and facilities to engage in specific required activities e.g. practical aspects of subjects such as design technology, music and PE. Students have also missed out on the curriculum experiences such as trips and visitors.</p> <p>Addressing gaps is particularly urgent for our current Year 11 students, who have not been in school for over 4 months of their GCSE courses during 2019-2020. However, the curriculum needs to be reviewed for all learners across the school to ensure that gaps in knowledge and skills are addressed to mitigate against difficulties with future learning from Years 7 through to 11.</p> <p>During 2020-2021 the impact of COVID on student absence continues. During this first term, a significant number of students are having to self-isolate, further widening gaps in knowledge and understanding. (Data extracted on December 7<sup>th</sup> 2020).</p> <table border="1" data-bbox="315 616 2152 1082"> <thead> <tr> <th></th> <th>YEAR 7</th> <th>YEAR 8</th> <th>YEAR 9</th> <th>YEAR 10</th> <th>YEAR 11</th> </tr> </thead> <tbody> <tr> <td>Number of students missing for COVID</td> <td>83/204</td> <td>77/212</td> <td>107/203</td> <td>102/203</td> <td>33/206</td> </tr> <tr> <td>Number of sessions missed for COVID</td> <td>1091 (545 days)</td> <td>1106 (553 days)</td> <td>1323 (661 days)</td> <td>1348 (674 days)</td> <td>270 (135 days)</td> </tr> <tr> <td>Number of PP students missing for COVID</td> <td>17/204</td> <td>12/212</td> <td>24/203</td> <td>16/203</td> <td>5/206</td> </tr> <tr> <td>Number of sessions missed for COVID</td> <td>210 (105 days)</td> <td>148 (74 days)</td> <td>312 (156 days)</td> <td>190 (95 days)</td> <td>4 (20 days)</td> </tr> <tr> <td>Number of SEND students missing for COVID</td> <td>13/204</td> <td>23/212</td> <td>22/203</td> <td>12/203</td> <td>11/206</td> </tr> <tr> <td>Number of sessions missed for COVID</td> <td>144 (77 days)</td> <td>316 (158 days)</td> <td>268 (134 days)</td> <td>194 (97 days)</td> <td>96 (48 days)</td> </tr> </tbody> </table>							YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11	Number of students missing for COVID	83/204	77/212	107/203	102/203	33/206	Number of sessions missed for COVID	1091 (545 days)	1106 (553 days)	1323 (661 days)	1348 (674 days)	270 (135 days)	Number of PP students missing for COVID	17/204	12/212	24/203	16/203	5/206	Number of sessions missed for COVID	210 (105 days)	148 (74 days)	312 (156 days)	190 (95 days)	4 (20 days)	Number of SEND students missing for COVID	13/204	23/212	22/203	12/203	11/206	Number of sessions missed for COVID	144 (77 days)	316 (158 days)	268 (134 days)	194 (97 days)	96 (48 days)
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<p><b>Emotional Wellbeing</b></p>	<p>Inevitably, lockdown has had a detrimental impact on the emotional wellbeing of a number of our students, who now need access to a range of pastoral interventions to rebuild their confidence and self-belief. Some students, particularly those in year 11, are concerned that they have missed a significant amount of time in school and consequently feel ill prepared for GCSE examinations.</p>																																															

Planned expenditure - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools)						
i. Teaching and whole-school strategies						
Desired outcome	Action	Financial Detail	Impact (once reviewed)	Staff lead	Review date	Cost
<u>Supporting great teaching</u>	Departments are given opportunities to review the curriculum and to develop further learning resources – particularly those that support high quality remote learning.	English, maths and science: 1 day each for HoD and deputy: <b>£1200</b>  Geography and RE: 1 day for HoD or delegated person: <b>£400</b>  <b>Total spend: £1,600</b>	A curriculum review will have been undertaken that identifies gaps in curriculum coverage.  Plans to address those gaps will have been identified.  High quality (remote) learning resources will have been developed and shared with the department. EBI: the impact of these is assessed through student engagement/canvassing the opinion of stakeholders etc.	SW/CJ/DR	March 2021	£1,600
	Provide additional Chromebooks/laptops for student use within the maths curriculum. This is so students can easily access software to support learning (analysis of engagement with learning in the spring and summer terms of 2020 suggested that students were more likely to engage with work set this way).	DFE Funded	Strategic use of this equipment is planned for use in the curriculum. Analytics inherent in the software used demonstrate evidence of students' continued progress in maths.	DW		£0
	Chromebook/laptop storage to keep all equipment safe and operational	2 @ £750: <b>£1,500</b>				£1,500
<u>Teaching assessment and feedback</u>	To provide visualisers for every classroom (or for most teachers in the case of school closure) to enable the modelling of answers, moreover provide immediate feedback to students.  Training on the use of visualisers will be offered to all staff and there will be opportunities build in the CPD programme to for sharing of practice.	50 visualisers @ <b>£45</b>  <b>Total spend: £2,250</b>	The use of visualisers to exemplify concepts and to offer feedback will be commonplace across the school.  Skilfulness in their use will develop over time.	SW	Feb 2021	£2,250

<u>Support remote learning</u>	<p>Classrooms to be provided with wireless Bluetooth headsets and receivers to enable staff to deliver blended learning for those at home and in school together.</p> <p>Departments will be provided with additional funding to subscribe to resources to support students' learning, either in school or remotely.</p> <p>Geography subscription to Cool in Geography online learning platform.</p> <p>Computing subscription to E revision</p> <p>Business subscription to E revision and tutor 2u</p> <p>I media subscription to E revision</p> <p>Science subscription to Kerboodle Science subscription to Educake GCSE physics/chem/bio.</p>	<p><b>£640</b></p> <p><b>£500</b></p> <p><b>£108</b></p> <p><b>£500</b></p> <p><b>£108</b></p> <p>2 @ £800: <b>£1600</b></p> <p>3 @ £299: <b>£897</b></p> <p><b>Total cost: £4395</b></p>	<p>Students' engagement with these resources is demonstrable. This engagement leads to gaps in lost learning being filled/ knowledge and understanding of new topics developing.</p>	<p>CJ</p>	<p>Apr 2021</p>	<p>£4,353</p>
<u>Transition support (KS2-3)</u>	<p>Host a transition Summer School (August 2020) for disadvantaged and vulnerable students.</p>	<p><b>c.£3,000</b></p>	<p>The summer school will be at least fully subscribed. Attendance will be sustained across the week. Students and their families will be positive about the impact of the summer school on confidence, wellbeing and social skills.</p>	<p>DR</p>	<p>Dec 2020</p>	<p>£3,000</p>
	<p>Catch Up Summer School 2020 for identified key students (i.e. disadvantaged, low engagement with remote learning, low attainment in core subjects)</p>	<p><b>£3,914</b></p>	<p>Attendance – especially amongst the hardest to reach – will be sustained. Students are better placed to re-engage with face to face education and school routine. Students' knowledge of Macbeth, maths and their ability for self-regulation are improved.</p>	<p>DR</p>	<p>July 2020</p>	<p>£3,914</p>

	Host a transition Summer School (August 2021) for disadvantaged and vulnerable students.	<b>£5,000</b>	The summer school will enable students and families to settle in before the start of the new school year. Will allow students to make relationships with other students and key staff.	DR	July 2021	£5,000
Teaching and whole-school strategies Budget Cost						£21,617

## ii. Targeted approaches:

Desired outcome	Action	Financial Details	Impact (once reviewed)	Staff lead	Review date?	Cost
<u>KS3 Literacy and numeracy</u>	Form time resources to promote literacy, a love of reading and oracy are created.	<b>£100</b> to cover reprographic costs.	Students engage in the form time activities and an improvement in reading and spelling is evident.	DR	Termly.	£100
	Additional reading intervention is in place for targeted students identified through testing.	Cost of A Lythe to lead group reading – c.20 minutes each day: <b>£693.03</b>	The reading and spelling ages of students in receipt of intervention increases at a rate at least commensurate with months spent in intervention.	AL		£693
	Form time spelling and numeracy interventions for targeted students identified through testing are in place.	Cost of 6 support assistants to manage Wordshark and Numbershark interventions x 3 per week: <b>£3,128.58</b> <b>Total cost: £3,921.61</b>				£3128
<u>KS3 Mathematics</u>	Purchase laptop to support the development of CPD resources on manipulatives.	£300 (laptop for CBE)	Created and shared resources lead to developed practice in the teaching of manipulatives.	DR	Apr 2021	£300
	Form time resources to promote the improvement of mathematics skills across the school.	£250 to cover reprographic costs.				£800
	Targeted intervention for students identified through baseline testing	TA/Maths support £550				
<u>KS4 English</u>	To sell set texts and revision guides to students in years 10 and 11 at a reduced cost. To provide these to all disadvantaged students at no cost.	97 @ £6.99 97 @ £2.25 50 @ £2.25 50 @ £2.25	Students have access to set texts to support independent study and can annotate these.	DR	Apr 2021	£1,943

		<b>Total cost: £1,105.53</b> 97 @ £2.85 97 @ £2.85 50 @ £2.85 50 @ £2.85 <b>Total cost: £837.90</b> <b>Total cost: £1,943.43</b>	Students' revision is support without disadvantage in comparison to their peers.			
<u>KS4 Mathematics</u>	See curriculum based intervention for further details.					£0
<u>KS4 Curriculum based intervention</u>	Music Drum pads for students to practise at home Drum sticks for students to practise at home Mini keyboards for students to practise at home Bass Guitar and amp to facilitate practice Rhinegold revision books	6 @ 9.45 = £56.70 6 @ 6.67 = £40.02 10 @ £8 = £80.00 1 @ £200 = £200 12 @ £7.78 = £93.36	Students will be able to continue to develop their skills without interruption or disadvantage, thus they will be well placed to attain better in the practical component of the GCSE.	VH/DR	April 2021	£470
	Additional memory to upgrade laptops for Sibelius	£615				£615
	Languages Year 10 Revision and workbooks (Spanish) Year 11 Revision and workbooks (French) Year 11 Revision and workbooks (Spanish)	70 @ £11.98 = 838.60 60 @ £11.98 = 718.80 16 @ £11.98 = 191.68 <b>Total cost: £1,749.08</b>	Students will be supported to catch up on potential lost learning in key curriculum areas.  Regular low stakes testing and more formative assessments will demonstrate increased knowledge in key curriculum areas	SW/DR	April 2021	£1,749
	PE- Examiner workshops to prepare for GCSE PE exam PE AQA Revision guides	2 @ £250 = <b>£500</b> <b>£60</b> <b>Total cost = £560</b>	Gaps in learning will be filled. Students' knowledge and understanding of approaches to assessments will develop, thus they will be better placed to attain well.	CJ	April 2021	£560
	Purchase history revision resources for students in year 10 to support knowledge and understanding of some content, the teaching of which may have been interrupted.	143 copies of each text @£5.89, less 56% discount for bulk purchases. <b>Total cost: £741.20</b>	Year 10 students will be supported to catch up on potential lost learning in key curriculum areas.  Regular low stakes testing and more formative assessments will	DR/HR	April 2021	£741

			demonstrate increased knowledge in key curriculum areas.			
	Photography Upgrading of 30 laptops to support student catch up on GCSE work at home and in school Art/Textiles resources	30 processor upgrades £900 Laptop trolley £1150 £1042 <b>Total cost : £3092</b>	Support students with the completion of portfolio work for GCSE Art/Textiles and/or Photography	DTH/GP	April 2021	£3,092
	RE AQA Revision guides	Total cost : £50	To support Year 11 students with revision and preparation for GCSE examinations	CJ/DTH	April 2021	£50
<b>Curriculum-based Intervention: Key Stage 4 (Year 11 initially)</b>	Tier 1 Intervention After school and in school sessions open to all Year 11 students.	No cost attached	Key students are identified and some lost learning is restored as a result of revision/targeted intervention.	SW		£0
	Tier 2 Intervention Form time intervention for English, Maths and Science	No cost attached	Key students are identified and some lost learning is restored as a result of revision/targeted intervention.	SW/CJ/DR		£0
	Tier 3 Intervention Mentoring for key disadvantaged students	No cost attached	High needs students are supported to identify clear goals, as well as in identifying and implementing strategies to achieve these.  Students' families are supported to help students with their independent learning.	DR	Every four weeks	£0
	Tier 4 Intervention National Tutoring Programme (see KS4 English and Maths section)	<b>£5,063</b> for 60 students to engage in a 15-week programme on a 3:1 basis with tuition in any <b>one</b> of English, maths or science.  <b>£1150</b> laptop trolley for facilitate NTP	Potential barriers to equal opportunities in attainment are removed.  Students are supported to develop skills in core subjects, thus are well placed to achieve well and move on to the next stage in their learning without hindrance.	DR	Weekly from March 2021	£6213
	School Holiday Catch-Up Programme: Saturday and holiday classes to be organised for targeted student support in English, Science, Geography, Languages and Music.	£200 funding for each department with under 140 years 11 students. £400 funding for each department with over 140 years 11 students.	Key students are identified and some lost learning is restored as a result of revision/targeted intervention.	DR	Mid-April 2021	£2800

		Total cost: £2,800				
	Summer Holiday Catch-up Programme for students moving from Year 10 to Year 11. Targeted work with disadvantaged and vulnerable students.	Total cost: £5,000	Key students to work with staff to identify lost learning and complete catch up work	DR	July 2021	£5000
Targeted Approaches Budget Cost						£28,254

### iii. Wider Strategies

Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?	Cost
<b>Attendance</b>  To improve the attendance of targeted students	Teachers without form duties mentor individual students.	The number of students whose attendance is below 90% continues to reduce as a result of intervention and support.	CJ/DA	Each half term	£0
		Gaps in attendance between FSM and EHCP students and their peers are reduced as a result of intervention and support.			
<b>Student Wellbeing</b>  To support students who are emotionally vulnerable – those who have been affected by the impact of the pandemic: <ol style="list-style-type: none"> <li>1. Bereavement</li> <li>2. Family issues including DV, mental health, loss of earnings and other changes to circumstance</li> <li>3. Isolation</li> <li>4. Anxiety regarding loss of learning</li> </ol>	The appointment of an additional behaviour mentor from September 2020.	Wraparound support meets a range of students' emotional needs.	CJ/VH/DR/SW	Each half term	£10,000
	Identification of "vulnerable" students and allocation of keyworkers				
	Full time access to school counsellor				
	Stress and anxiety workshops for Year 11 students.				
	Access to Educational Psychologist for key students Cost : £4,000				

	<p>Access to clinical supervision for DSLs Cost : £3,000</p>				
	<p>Access to staff training related to student wellbeing (whole school input and targeted training to include Mental Health First Aid training) Cost : £3,000</p> <p><b>Total cost : £10,000</b></p>				
<p><b><u>Careers/post 16 transition</u></b></p> <p>Additional support for Year 11 students about selecting the most appropriate post 16 options. Work with key students to ensure that they do not become NEET Support students with the application process for post 16 placements.</p>	<p>Additional hours work for our careers support adviser.</p> <p><b>Total cost : £3,000</b></p>	<p>All Year 11 students have identified destinations post 16.</p>	<p>DR</p>	<p>July 2021</p>	<p>£3,000</p>
<p><b><u>Supporting parents and carers</u></b></p> <p>To continue to have close communication with parents and carers to support students with academic, behavioural and pastoral needs.</p>	<p>The development of new methods of communication including: Looms and video presentations Virtual Q&amp;A sessions Virtual Parents' Evenings (£400) More use of the website</p> <p><b>Total Cost: £400</b></p>	<p>Parents to receive and access key information and have the opportunity to meet teachers virtually to get feedback.</p>	<p>CJ/SW/DTh</p>	<p>To be reviewed on a termly basis</p>	<p>£400</p>
<p><b><u>Whole school wellbeing focus</u></b></p> <p>To plan an enrichment week in July 2021 which promotes positive health and wellbeing for all staff and students.</p>	<p>End of term celebration/reward events to include all staff and students. External providers to be commissioned. Subjects to run projects in the final week of term. Reward events to run for each year group.</p> <p>Total budget : £19,888</p>	<p>Students and staff to participate in a range of memorable activities to mark the end of the school year 2021.</p>	<p>BF/SLT/Learning Coordinators/Head of Dept</p>	<p>July 2021</p>	<p>£19,889</p>

<p><b><u>Remote access for students</u></b></p> <p>To provide requisite resources for students so that they are able to access remote learning without disadvantage.</p>	<p>Purchase of Chromebooks (please see above for costings).</p>		<p>DTh</p>		<p>£0</p>
<p>Wider Strategies Budget Cost</p>					<p>£33,289</p>

	<p>Teaching and whole school strategies</p>	<p>£21,617</p>
	<p>Targeted approaches</p>	<p>£28,254</p>
	<p>Wider strategies</p>	<p>£33,289</p>
	<p><b>Total expenditure</b></p>	<p>£83,160</p>