

COVID catch-up premium report

COVID catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	1182	Amount of catch-up premium received per pupil:	£67.55
Total catch-up premium budget:	£79840		

STRATEGY STATEMENT

The Kingsmead catch-up strategy has a holistic approach which includes all year groups and a broad range of subjects, all with equal importance. We have ensured that we have assessed the guidance offered to us and used official research to underpin decisions made. The staff, at all levels, and pupils of Kingsmead are fully committed to ensuring that any partial school closures have a minimal effect on the students learning and well-being. This strategy will make sure that every young person, no matter their age or where they live, gets the education, opportunities and outcomes they deserve, by investing our time and funding on measures proven to be effective, particularly for those who are most disadvantaged.

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Ensuring that any gaps in knowledge as a result of school closures are eliminated by our catch-up strategies.
B	Ensuring that students have positive levels of well-being and are confident they can achieve, despite the period of partial school closure.
C	Ensuring that the school adopts a thorough process to identify students who require catch-up.

Planned expenditure for current academic year

Quality of teaching for all

Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Saturday school funded catch up – year 11, 13 and year 7 English and maths	Ensuring that any gaps in English or mathematical knowledge as a result of school closures are eliminated.	Small intervention as identified in the following 2 documents: <ul style="list-style-type: none"> • DfE's catch-up premium guidance • EEF's COVID-19 support guide for schools 	Student progress monitored at the end of each 6-week teaching block	RDE	December/March

Part funding of Maths teacher salary for year 11, 10 close the gaps interventions	Ensuring that any gaps in mathematical knowledge as a result of school closures are eliminated..	Small intervention as identified in the following 2 documents: <ul style="list-style-type: none"> • <u>DfE's catch-up premium guidance</u> <u>EEF's COVID-19 support guide for schools</u> 	Small group removal to improve mathematics and English in year 11, students, improvement of at least one grade on starting points.	KPK	December/March
Total budgeted cost:					£13,875
Targeted 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?	Staff lead	When will you review this?
Funding for extended writing support during lessons and extra curricular activities. Coach appointed November 2020	Students are confident in producing high quality extended pieces of written work	Baseline assessment data has shown a weakness in students ability to produce extended pieces of written	Lesson observations Learning walks Student voice	MRL	December/March

Funding of Videos and resource creation for the blended learning platform – to close gaps and deliver during a full / partial school closure	All students and parents are aware of gaps in learning and are able to access work from home to address these weaknesses	Intervention to support blended learning as identified in the following 2 documents: <ul style="list-style-type: none"> • DfE's catch-up premium guidance EEF's COVID-19 support guide for schools	QA process in place	DMT	December/March
Total budgeted cost:					£17,500
Other approaches					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Mental Health – Days of Joy for students	Improved emotional and mental health Attendance above national average	Intervention to support students mental health as identified in the following 2 documents: <ul style="list-style-type: none"> • DfE's catch-up premium guidance EEF's COVID-19 support guide for schools	QA process in place Student voice Staff voice	JKN	After each day
October Half term close the gaps on line support for all subjects years 7-11	Students to achieve outcomes in line with their expected grades	Intervention to improve gaps in learning as identified in the following 2 documents: <ul style="list-style-type: none"> • DfE's catch-up premium guidance EEF's COVID-19 support guide for schools	QA process in place Senior staff rota for each day to ensure quality of sessions Student voice	DMT/KGD	

Easter – Year 11, 10 and 13 in school subject based close the gaps coaching	Students to achieve outcomes in line with their expected grades	Intervention to improve gaps in learning as identified in the following 2 documents: <ul style="list-style-type: none"> • DfE's catch-up premium guidance EEF's COVID-19 support guide for schools	QA process in place Senior staff rota for each day to ensure quality of sessions Student voice		
May Half term - Year 11 and 13 in school subject based close the gaps coaching	Students to achieve outcomes in line with their expected grades	Intervention to improve gaps in learning as identified in the following 2 documents: <ul style="list-style-type: none"> • DfE's catch-up premium guidance EEF's COVID-19 support guide for schools	QA process in place Senior staff rota for each day to ensure quality of sessions Student voice		
Year 11 – Breakfast booster intervention before exams -	Students to achieve outcomes in line with their expected grades	Intervention to improve gaps in learning as identified in the following 2 documents: <ul style="list-style-type: none"> • DfE's catch-up premium guidance EEF's COVID-19 support guide for schools	QA process in place Curriculum leaders to timetabled to ensure quality of sessions Student voice		

<p>Holiday / Summer club for PP students to focus on English / Maths and Science well being</p>	<p>Improved emotional and mental health</p> <p>Attendance above national average</p> <p>Students to achieve outcomes in line with their expected grades</p>	<p>Intervention to improve gaps in learning and emotional wellbeing as identified in the following 2 documents:</p> <ul style="list-style-type: none"> • <u>DfE's catch-up premium guidance</u> <p><u>EEF's COVID-19 support guide for schools</u></p>	<p>QA process in place</p> <p>Senior staff rota for each day to ensure quality of sessions</p> <p>Student voice</p>		
Total budgeted cost:					£48,465