

Catch-Up Premium Plan: Selly Park Girls School

Summary information

School	Selly Park Girls School				
Academic Year	2020-21	Total Catch-Up Premium	£59,300	Number of pupils (Y7-11)	738

Guidance

The Department for Education (DfE) has allocated £650 million to be spent on ensuring all pupils have the chance to catch up and supporting schools to enable them to do so. Whilst headteachers will decide how the money is spent, the Education Endowment Foundation has published guidance on effective interventions to support schools. For pupils with complex needs, schools should spend this funding on catch-up support to address their individual needs. There is also an allocation of £350 million for a National Tutoring Programme, intended to deliver proven and successful tuition to the most disadvantaged and vulnerable young people. The DfE has also set out the following Curriculum Expectations, to ensure that all pupils – particularly disadvantaged, SEND and vulnerable pupils – are given the catch up support needed to make substantial progress by the end of the academic year.

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge. Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total based on numbers of pupils in years 7 through to 11.

Use of Funds	EEF Recommendations
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<p>Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on curriculum expectations for the next academic year.</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 coronavirus (COVID-19) support guide for schools 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>Teaching and whole school strategies</p> <ul style="list-style-type: none"> ➤ Supporting great teaching ➤ Pupil assessment and feedback ➤ Transition support <p>Targeted approaches</p> <ul style="list-style-type: none"> ➤ One to one and small group tuition ➤ Intervention programmes ➤ Extended school time <p>Wider strategies</p> <ul style="list-style-type: none"> ➤ Supporting parent and carers ➤ Access to technology ➤ Summer support
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Identified impact of lockdown	
Maths	Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children still have an appetite for maths and lockdown has not affected their attitudes however they are quite simply, 'behind' in their learning of some key concepts. Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in arithmetic assessments.
Writing	Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. Specific lexical gaps and knowledge has suffered, leading to lack of fluency in writing. Those who have maintained writing throughout lockdown are less affected, however those who evidently didn't write much have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write. The written accuracy and ability to coherently plan to write at length has been affected.
Reading and Oracy	National research has shown that children are less fluent in their reading and the gap between those children that read widely and those children who don't is now increasingly wide. Reading analysis skills have been affected and the current Year 7 & 8 were unable to access the Accelerated Reading Programme that support their reading development and increases the vocabulary acquisition. Loss of learning time meant that there wasn't sufficient time or actual classroom contact to promote and support students with their oracy.
Other curriculum areas	There are some gaps in knowledge and skills – some units of work have not been taught, and skills have not been practised as frequently, meaning that children 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. The impact of this varies in relation to how effectively individual students were able to access and engage in the work during lockdown and the issues are more urgent for Year 11. Children have also missed out on the curriculum experiences such as educational visits.
Pastoral	During the pandemic pupils have faced an array of social and motional issues impacting on their mental health. Pupils have faced an unprecedented exposure to bereavement and our school have had considerable impacts from this. All year groups have been supported through the pandemic by having a Wellbeing App that will enable pastoral support. Those pupils who have been most affected will be supported with their physical and emotional health. Identification will be important for all staff when the pupils are back in school.

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	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<p><u>Teaching & Learning</u></p> <p><u>Subscriptions - Support for Homelearning & Independent Learning:</u></p> <p>Continue to ensure that all students are able to access support, help and learning package software to support their learning and progress.</p> <p>RATIONALE: EEF - digital technology +4</p>	<ol style="list-style-type: none"> 1. Renaissance Accelerated Reader Programme The Accelerated Reader is a computer-based program that supports & monitor students reading practice, development and progress. Books are assigned based on current reading & vocabulary age, and comprehension & reading skill progress is assessed following each completed read (£3022) 2. Active Learn – MFL Online listening, reading & vocabulary interactive games, with unit-assessments to increase vocabulary acquisition. (£900) 3. Kerboodle: Humanities resources available online. Pupils can access subject specific material used in class at home. (£900) 4. SENECA - Cross curricula subject support, but used predominantly by Science (FREE) 5. Heggerty Maths Maths tutorials and practise activities to supplement in-class learning and support homework & catch-up £1333 6. Online Literacy and Numeracy (Edukey) Testing is available for pupils reading, writing and literacy to identify target groups for small group interventions. (£950) 		<p>KPH/JGI</p> <p>RST/JGI</p> <p>CNE/JGI</p> <p>CNE/JGI</p> <p>OQU/PMO</p> <p>HDA/JGI</p>	

<p>Teaching & Learning To ensure that all departments and students have access to specialist resources and learning / revision material to support their learning and progress.</p> <p>RATIONALE: EEF – N/A Equality of access to additional support materials for all students regardless of circumstance</p>	<p><i>Purchase of classroom based equipment to ensure all teachers and departments have sufficient resources to deliver the high quality teaching whilst in Year group bubbles (£2,500)</i></p> <p><i>Reorganising assessment calendar</i></p>		<p>CJO/JGI</p> <p>WAR</p>	
<p><u>Transition support</u> Year 7 feel as familiar as possible with the school and staff without being able to physically attend prior to September (Government Guidance dependent).</p> <p>Children who are joining school from different settings or who are beginning secondary school September 2021 have an opportunity to become familiar and confident with the setting before they arrive</p> <p>RATIONALE: EEF – N/A Equality of access to additional support materials for all students regardless of circumstance</p>	<p>Yr 6/7 Parentmail contact during the Summer Term</p> <p>Induction video/ virtual tour/ summer work all produced on the website</p> <p>Yr6/7 Welcome evenings arranged by appointment to meet COVID guidelines.</p> <p>Summer School for the pupils to meet others in their year group while getting used to the school and some of the teachers (TBC)</p>		<p>CSK</p>	<p>Jan 21</p>
				<p>Total budgeted cost from catch-up budget £ 7,272 .00</p>
				<p>Total budgeted remaining £52,028</p>

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review
<p><u>Small Group Intervention</u> To continue to build cultural capital and ensure that all students are able to access a rich programme of enrichment to support their personal development alongside the promotion of healthy minds and positive lifestyles.</p> <p>RATIONALE: EEF - small group tuition +4 EEF - mastery learning+5</p>	<p><i>Saturday School Provision</i> KS4 pupils have the opportunity to gain targeted small group interventions on a Saturday covering missed learning from all the subject areas of the curriculum. Extra tutors were sourced to ensure small group, high quality teaching. The provision also gave valuable experience of higher education and focussed on improving pupils cultural capital. (£15,500)</p>		GPR	
<p><u>Small Group Intervention</u> To support students with catch-up and revision of content so that learning and progress gaps are closed.</p> <p>RATIONALE: EEF - small group tuition +4 EEF - mastery learning+5</p>	<p><i>National Tutoring Programme</i> Disadvantaged pupils were selected to complete a 15 hour small group intervention session run through the NTP. Pupils were identified by testing their missed learning by Heggerty Maths. (£3,500)</p>		GPR	
<p><u>Small Group Intervention</u> To support students with catch-up and revision of content so that learning and progress gaps are closed.</p> <p>RATIONALE: EEF - small group tuition +4 EEF - mastery learning+5</p>	<p><i>Small Group Maths Intervention</i> 15 hour small group Maths intervention for KS3 pupils were organised. Maths tutors worked with small groups to improve their mastery and fill any gaps. Pupils were chosen by the identification from online testing. (£3,400)</p>		ADA/JGI	
<p><u>Extra Maths and English Tuition</u> To support students in filling the gaps in learning in the core subject areas.</p> <p>RATIONALE: EEF – mastery learning + 5</p>	<p><i>PETXI Workshops</i> SEND and PP students attend additional directed support from a national training provider to increase their mastery in Maths and English. The 4 day course is aimed at mastering in the life skills needed in the areas of Maths and English. (Free)</p>		GPR	
Total budgeted cost from catch-up budget				£ 22,400 .00

				Total budgeted remaining	£29,628
iii. Wider Strategies					
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review	
<p><u>Behaviour Support</u> Ensure pupils have the routines of school life after being at home for an extended period of time.</p> <p>RATIONALE: EEF – behaviour interventions +3.</p>	<p><i>Reintegration Pathway</i> Identified pupils will be given a Behaviour coach to work with through lockdown and then on their reintegration back to school. These pupils will be identified from previous return to school incidents. (£1800)</p> <p><i>Behaviour Intervention</i> A behaviour consultant will work 1:1 with pupils to enable a smooth transition back into school life (£4500)</p>		<p>LBO/RTU</p> <p>RTU</p>		
<p><u>Access to technology</u> During the catch-up extended school provision, students can access additional devices so that they can access remote learning.</p> <p>RATIONALE: EEF - digital technology +4</p>	<p><i>Access to Laptops</i> All pupils identified as disadvantaged will be allowed to keep the DfE laptop until the end of the academic year. Monitoring software has been installed to all devices to ensure the safety of pupils online while at home. (£800)</p> <p><i>Access to Laptops in Lessons</i> To build upon the computer literacy, laptops will be available for all teaching staff to use in any classroom around the school. Laptop charging trollies will be purchased to facilitate this provision. (£3500)</p>		<p>ACO/JGI</p> <p>ACO/JGI</p>		

<p>Study Skills Supporting pupils in retrieval of long term memory. Focussing on key areas and evidenced research so pupils are able to remember more.</p> <p>RATIONALE: EEF – Individualised instruction +3</p>	<p>Elevate <i>Elevate Education has revolutionised the way study skills are taught around the world. Since expanding to the UK in 2013, Elevate’s programmes have already resulted in tangible improvements in student performance at over 850 UK schools. (£1,200)</i></p>		CNE/GPR	
Total budgeted cost from catch-up budget				£ 11,800.00
Total budgeted remaining				£17,828
		Cost paid through Covid Catch-Up so far		£41,472
		Budget remaining for future projects		£17,828