



COVID-19 catch-up premium report
Spring Term 2020

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	853	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£68240		

STRATEGY STATEMENT
<p>The JSCHS response to the issues that have arisen from the pandemic is holistic and is based upon the premise that there are significant variables between students and between subjects. Many of our students have coped very well and require only basic level intervention, but others have struggled and this has manifested itself in attendance, behaviour and reduced rates of progress. The core priorities are:</p> <ul style="list-style-type: none">• To ensure that robust processes are in place to identify students who require academic support• To provide a range of recovery strategies based upon identified needs• To increase rates of attendance by focusing on wellbeing• To reduce incidents of low level behaviours that result from periods of deregulation and increased barriers to learning <p>Our programme focuses on both social and academic recovery, with particular emphasis on our disadvantaged students. The academic programme will be run through our Raising Achievement Group with a 10 week cycle of support for each year group running concurrently. The intervention programme for each year group can be found in appendix 1. In addition to this, the Year 11 recovery programme has been running throughout the year (appendix 2) and will be adapted as we move towards the final stages of collating Teacher Assessed Grades.</p> <p>Our approach to social recovery is wide ranging and includes a variety of approaches from a school wide programme delivered every week to adapted timetables for those students who are really struggling. Full details of the support packages on offer can be found in appendix 3.</p> <p>Our overall aim has been to provide intensive support for Year 11 so that they are ready to progress to their post 16 choices alongside working with Year 7 to aid their transition; a longer term approach for Years 8-10 is in place to address lost learning, mental health and wellbeing. Interventions are also aligned to the school's Wave approach (appendix 4)</p>

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	Increasing gaps between groups of students due to engagement levels in remote education and home learning.
B	Limited accessibility to opportunities beyond the curriculum
C	Poor communication/literacy skills

ADDITIONAL BARRIERS	
External barriers:	
D	Low rates of attendance due to anxiety
E	Poor attitudes to learning resulting from periods out of school and associated deregulation
F	Reduced sense of community ethos

Planned expenditure for current academic year

Quality of teaching for all				
Intended outcome and success criteria	Action	How will you make sure it's implemented well?	Staff lead	When will you review this?
For students to recover progress rates through quality teaching and assessment. Data collection shows a reduction in numbers below expected progress.	Frequent low stakes testing	Standard SLT/Curriculum Leader link agendas CL and HT meetings Departmental Supportive Reviews Student voice and work sampling Data capture analysis	LBY/KYE	June 2021
	Frequent review of curriculum plan to make sure gaps are addressed		LCL/JHE	June 2021
	Provide high quality blended learning opportunities		LBY	July 2021
			Cost	£1000
Targeted Support				
Intended outcome and success criteria	Action	How will you make sure it's implemented well?	Staff lead	When will you review this?
Ensure robust cohort identification processes that are linked to specific interventions that are proven to have impact. Data collection shows an improvement in progress and attributes for targeted students.	Establish clear identification rationale for RAG meetings	Impact of programmes are reviewed following each data capture RAG minutes and data are reviewed by HT and Governor links Student voice	JHE	April 2021
	Collate all interventions and align with the SEND Wave methodology so that the menu of interventions are in place for all year groups following identification (appendix 1)		JRE	April 2021
	Implement comprehensive Year 11 support programme (appendix 3)		JRE	September 2020

	Join PiXL and utilise resources, in particular PLC methodology to support recovery		JHE/LCL	January 2021
	Oracy programme in form time using PiXL assemblies as stimulus		/LBYLPA	April 2021
	Implement National Tutoring Programme		JRE	March 2021
	Appoint Covid Catch Up lead		JHE	September 2020
	Monitor impact of interventions through data capture analysis		LCL/JRE	June 2021
Other Approaches				
Intended outcome and success criteria	Action	How will you make sure it's implemented well?	Staff lead	When will you review this?
<p>To address student wellbeing, mental health and behaviour through a programme of social recovery.</p> <p>Attendance rates increase and FTEs reduce. Student voice shows good levels of engagement with opportunities.</p>	Adapt Wednesday school day to incorporate a social recovery programme as part of the curriculum	<p>HT and Pastoral AHT meetings</p> <p>Student and parent questionnaires</p> <p>Quality assure delivery of the social recovery curriculum</p> <p>Monitor attribute data at individual and cohort level</p> <p>Works programme for school environment</p>	JHE/RHO	
	Mentoring programmes led by LMs and SLT		SLT/HBL	
	Opportunities such as zone days for students to come together in teams.		API/KWI	
	Provide support timetables and programmes for students struggling to reintegrate into full time schooling		HBL	
	Provision of access to technology to aid home learning		JHE/MTU	
	Improvement in school environment in line with post disaster planning research			

ADDITIONAL INFORMATION – BREAKDOWN OF COSTS

Expenditure	Budget	Actual
Covid Catch Up Lead	£45000	£45000
Bedrock	£5244	£5244
Learning Software	£1999	£1999
National Tutoring Programme	£1100	£1100
ICT Provision	£10000	£10000
Social Recovery Programme Resources	£2657	£2657
PiXL	£2500	£2500
Total Costs	£68000	£68000

Appendix 1 – Intervention Overview

START	Student X →	KS2	CAT Testing	Transition activities / events	Summer School			
YEAR 7 & 8 'Graduated Approach' - 1. CL / 2. CI / 3. SEMH / 4. PSD / 5. HI								
Wave 1: Quality First Teaching								
Phonics Programmes	Inference Programmes	Literacy (Basic Skills)	Handwriting Support	Reciprocal Reading	Read, Write, Ink	Accelerated Reader	English Help	Boosting Reading @
Dyslexia Programmes	Oracy Initiatives	Bedrock Vocab	Maths Help	Passport Maths	Numeracy (Basic Skills)	Power of 2 Numeracy	Numicon Big Ideas	Computer Numeracy
WAVE 2 (Low to moderate 'fact finding' interventions)			WAVE 3 (Moderate to intensive intervention)			WAVE 4 (Intensive intervention)		
YEAR 9			YEAR 10			YEAR 11		
Early Academic Mentoring			National Tutoring Program (Eng / Maths)			Form time Support (Options, Core & 9-7)		
'KS4 Ready Programme'			English, Maths & Science tutor (3.1/3.2)			'Just do it' club & Quiet Study		
Small group tuition			ASDAN			Lesson 6 Support Timetable		
SSC Provision			Work Related			Independent learning / study skills		
Additional English and Maths			Guided Choices (Summer Term)			Academic mentoring		
In house 'NTP' by SSAs			3 or 4 GCSE options			English, Maths & Science tutor		
			Aspiration / CIAG targeted events			Guided Choices		
						Aspiration / CIAG / Ext Mentors		
Ed Lounge	Ed Psych	EMTAS	HIVE	Key Worker	Daily Report	Ext Agency	PSP	SEC
TRAX	Learning Mentor	Someone Cares	THRIVE	Safeguarding Programs	IAP	Academies	Duke of Edinburgh	GOALS

Appendix 3 – Pastoral Support Overview

Academic Support				
Academic Mentor	Alternative Curriculum	ASDAN	Communication Group	Dyslexia Team
Homework Club	Key Worker	Lang & Comm	Student Support Centre (JS)	Summer School
Ed Lounge	Ed Psych	HIVE 1 to 1	Transition	Work Related
Behavioural Support				
Change of Class	Daily Report	Moorbridge Aspire	Moorbridge Endeavour	Moorbridge Post COVID Recovery
Secondary Support Team	STSP (flexi timetable)	Student Engagement Centre	Targeted Group Work	Timetable Modification
Moorbridge Turnaround	Pastoral Support Plan	Risk Assessment	TRAX Outreach	
In House Specialist Support				
Learning Mentor	Mental Health First Aid	Someone Cares	THRIVE	
External Agencies				
Acorns	Anxious Minds	APVA	Bottled Up	CAFCASS
Family Gateway	Family Partner	Food Bank	Kinship Carers	Phoenix Project
Community Protection Team	Crisis Team	Young Carers	Youth Offending Team	Police
CAMHS	Care and Connect	CEOPS	SCARPA	School Nurse Team

Appendix 4 – SEN [Graduated Approach Methodology](#)

Intervention Menu		Cognition and Learning: Literacy	
Wave 2: Universal Provision	Wave 3: Moderate Provision	Wave 4 : Intensive Provision	
Amber Guardians Intervention programme (Phonics/Morphology) 2x30 mins SSA Led	Talisman Recovery Programme (Phonics) 3x60 mins per week SSA Led	Totem/ Talisman Recovery Programme (Phonics) 3x60 mins per week SSA Led + increased staff levels	
Inference Project (Inference/Analysis) 3x60 mins per week Trained SSA Led	Boosting Reading @ Secondary (Accuracy/Comprehension/Analysis) 3x20 mins per week Trained SSA Led	TRUGS Phonics Catch Up 3 x 60 mins per week	
Reciprocal Reading Programme (Accuracy/Comprehension) 1 x 60 mins per week SSA Led	Vipers Literacy Programme (Accuracy/Comprehension/Analysis) 3 x 60 mins per week	MF/HF Word Attack Skills. (Alongside other interventions)	
Stride Ahead comprehension intervention (Accuracy/Comprehension) (1x 60 mins per week) SSA Led	Rising Stars Comprehension Programme (Accuracy/Comprehension) 3 x 60 mins per week	1:1 Literacy programme (Phonics)	
Accelerated Reader Intervention (Accuracy/Comprehension) (1x 60 mins per week) DDo	Subject Specific Key Word Programme (Alongside other interventions)	Toe by Toe (Phonics) 3 x 15 mins SSA Led	
Bedrock Vocabulary (Accuracy/Vocabulary) Homeworking	Indirect Interventions: IDL Literacy Nesy Literacy		

