

St Clement's High School

COVID Catch-Up Funding 2020/21 REVIEW

The Government are providing £650 million of universal catch-up premium funding, and schools are being allocated this money on a per pupil basis with a total of £80 for each pupil in Reception to Year 11. Our school currently has **651 children on roll** and we receive **£52,200** to support catch-up for lost teaching and learning over the period when schools were asked to close for the majority of children. St Clement's High School has used research from the Education Endowment Foundation (EEF) to produce an action plan of how the money will be spent.

Tier 1 – Teaching			
Strategy	EEF Supporting Evidence	Monitoring	Cost
Knowledge Rich approach adopted across all subjects, including the regular use of low stakes retrieval tests.	<i>Metacognition and self-regulation approaches aim to help pupils think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating their learning</i>	Subject Leaders to ensure approach is maintained in their area.	£1000
All Key Stage 3 students are issued with termly Knowledge Organisers. These support learning both in school and at home.		KS3 Achievement Coordinator to monitor quality of KOs and their use.	£5000
Continued Professional Development for class teachers to ensure sound understanding of the Knowledge Rich and metacognition approach.		<i>Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress.</i>	Subject Leaders and SLT lead for CPD to ensure appropriate training is available.
High quality lessons delivered online during school closure to promote continuity of the curriculum. Physical resources posted home where appropriate.	Maintaining a well planned and sequenced curriculum during and after periods of school closure must be our aim.	Subject Leaders to monitor quality of lesson delivery.	£2000
Subject assessments completed in line with West Norfolk Academy Trust policy.	<i>A successful assessment system will enable the teacher to understand thoroughly what is expected to be mastered by pupils at any given stage of education, and assess their progress towards doing so in a meaningful and fair way.</i>	Subject Leaders and Achievement Coordinators to monitor student progress in each subject.	Nil
Additional text books provided in classrooms to support student progress and ensure a Covid secure approach.	Additional individual resources can be used to support a self-regulation approach.	SLT line managers to check impact of additional text books.	£3200
Materials purchased for years 10 and 11 to aid high quality personalised revision.		HT to approve additional resource purchases.	£3000

Tier 1 – Review [December 2021]

The knowledge rich approach is central to our school. Knowledge Organisers have been created in collaboration with the other three Trust high schools. Our Professional Development process has been organised through the National College whose website facilitates web based learning resources ideal for the current situation. During lockdown and periods of individual student isolation high quality learning activities have been provided through our google classrooms. During lockdown we achieved approximately 80% delivery of live lessons. Bi-annual subject assessments were successfully completed and were used to highlight areas of weakness. Across all subjects additional funding was made available to ensure high quality physical resources such as text books and revision guides have been available.

Tier 2 – Targeted Academic Support

Strategy	EEF Supporting Evidence	Monitoring	Cost
Employment of tutors through the National Tutoring Programme. Initial focus on addressing the drop in reading age identified during the lockdown period.	<i>A particular focus for interventions is likely to be on literacy and numeracy. Programmes are likely to have the greatest impact where they meet a specific need, such as oral language skills or aspects of reading, include regular sessions maintained over a sustained period and are carefully timetabled to enable consistent delivery.</i> <i>On average, reading comprehension approaches deliver an additional six months' progress.</i>	Progression checks on students involved after their ten week programme. AHT leader for English.	£10000
Support continued use of Accelerated Reader.		Progression checks by AR lead.	£1000
One to one maths tuition provided online by sixth form students during the Saturday Maths programme. Expansion of this scheme to include additional sessions on Wednesday evenings.	<i>Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average.</i> <i>The introduction of peer tutoring approaches appears to have a positive impact on learning, with an average positive effect equivalent to approximately five additional months' progress.</i> <i>There is some evidence that extending school time can have a small positive impact on learning as well as improving other outcomes, such as attendance and behaviour.</i>	Progression checks in Maths by subject teachers	£10000
Small group English tuition provided by a qualified teacher on Saturdays.		Progression checks in English by subject teachers	£3500
Subject specific catch up strategies including extending learning hours during afterschool and holiday sessions.		Subject leaders	£5000

Tier 2 – Review [December 2021]

We employed a retired teacher through the National Tutoring Programme who ran sessions specifically targeted at improving the reading skills of students in years 7 and 8. Students were tutored in groups of three and progress was achieved. In September 2021 we paused this programme to consider its impact and reflect on the latest guidance regarding the teaching of reading. We continue to use Accelerated reader. One to one maths mentoring by sixth form students has proved very successful and has expanded to involve more students on a range of days. Moving this to become an online resource during peak infection periods has proved very successful. English tuition has proved more difficult but a programme similar to maths is being planned. Subject teams have continued to offer additional sessions afterschool and this will continue in 2022 with a specific focus on preparing year 11 students for their GCSE examinations.

Tier 3 – Wider Strategies			
Strategy	EEF Supporting Evidence	Monitoring	Cost
Additional support provided by school pastoral team and outside agencies such as the Matthew Project Bounce Back Team to support students with mental health concerns.	While the EEF do not currently offer analysis of strategies to support mental health concerns, addressing these is a priority for the school as we have seen a significant increase in concerns during the second national school closure.	Pastoral team to monitor impact of support and assess future need.	£500
Purchase of laptops and trolleys for multi-disciplinary areas of the school to increase students' access to technology in the classroom.	<i>Studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months' progress. Evidence suggests that technology approaches should be used to supplement other teaching, rather than replace more traditional approaches.</i>	Network manager to monitor access requests and Subject Leaders to monitor impact of use.	£5000
Additional Careers Information Advice and Guidance provided by external adviser.	While the EEF do not endorse raising aspirations as a method of raising attainment, we remain committed to ensuring all students progress to an appropriate post 16 course and the application process has been disrupted by the national lockdown.	IAG coordinator to monitor applications to ensure appropriate choices.	£1000
<p>Tier 3 – Review [December 2021]</p> <p>On return from lockdown students were offered mental health support through a number of routes. All students in all year groups received training on the chat health app from visiting representatives. The Matthew Project Bounce Back Team ran sessions in school for all students who asked for individual support. We were fortunate to receive additional laptops from the Government scheme and we purchased additional resources. This meant we were able to provide a laptop for all students who needed one. These laptops were recalled to school to aid in lesson learning however all pupil premium students in years 8 to 11 who required a laptop have kept these at home to aid with homework tasks. The external careers adviser saw all 2021 year 11 students and has now had at least one interview with all those students leaving in 2022.</p>			

Total Projected Spend £52,200