

Catch-Up Premium Plan

Leasowes High School



Summary information					
School	Leasowes High School				
Academic Year	2020-21	Total Catch-Up Premium	£76,400	Number of pupils	960

Guidance
<p>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.</p> <p>Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11.</p> <p>As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.</p>

Use of Funds	EEF Recommendations
<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 both for year 7 who have missed key topics in year 6 and for years 8 - 11. In particular there needs to be focus on the manipulation of the four key skills of multiplication, addition, subtraction and division. In Years 8 – 11, there needs to be a focus on manipulation of algebraic applications, ratio and probability. Recall of some basic skills has also suffered and needs revision.
English	Students haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing and reading skills. GAPS specific 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. Reading was accessible for families and required less teacher input during the lockdown. However, students are less fluent in their reading and the gap between those students that read widely and those children who don't is now increasingly wider; vocabulary and oracy development has been hindered.
Science	Specific content has been missed, leading to gaps in learning. This is a concern with the impact in particular on KS4, especially around not being able to deliver practical elements of science that helps promote student engagement and contextualising learning.
Non-core	There are now significant gaps in knowledge – whole units of work have not been 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. Students have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments. This is particularly evident within practical based subjects, where virtual learning was a varied experience.
Mental Health and Wellbeing	Students spent a significant amount of time inside homes, and behind computer screens whilst not being able to socialise with friends and family. This also provided varied routines and structures within their families for learning. They have not been able to participate in the same level of physical education and need to support healthy minds. There is an impact on the amount of extra-curricular clubs being offered whilst in 'bubbles'.

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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: supporting great teaching, pupil assessment and feedback, Transition support				
Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting great teaching:</u></p> <p>Subjects will be planned with consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.</p> <p>All students in year 11 and year 10 to have access to all teaching resources, texts and revision guides to enable them to work independently at home.</p>	<p>Additional time for teachers and leaders to research and plan subjects. Release time and additional cover will be required to facilitate the additional PPA as required.</p> <p>£2,500</p> <p>Funded school budget</p>	<p>Curriculum plans have been reviewed regularly during the covid period. Departments have requested time for planning, collaboration and QA within school and in MAT. Plans and knowledge organisers ready for Sept 21.</p>	JEA	Apr 21
	<p>Additional resources and textbooks made available for all subjects across all year groups, supporting catch up.</p> <p>Revision guides purchased for all key stage 4 students as well as the set texts in English Literature.</p> <p>£15,000 Actual cost £13,705</p>	<p>TAG data shows improvements P8 (MAT based data) of +0.11 in PA High, +0.14 and Mid, +0.15, as those that were engaged in revision guides made appropriate use of them.</p>	JEA	Feb 21
<p><u>Teaching assessment and feedback</u></p> <p>Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments. Teachers will also have an understanding of students' future progress.</p>	<p>Purchase GL Assessments and use to identify gaps in year 6 learning so that year 7 POS build on prior knowledge and gaps are filled and support target grades. Assessment package also includes CATS and Reading assessment.</p> <p>£4,200</p> <p>Actual cost £4,200</p>	<p>From GL assessments in Maths and English, key areas were identified of being missed and planned into Yr 7 schemes, for example algebra in Maths.</p> <p>CATs tests provide data to support identification of SEN that may have been missed due to lockdown at Primary, supported with reading ages to help with curriculum planning.</p>	KH	Oct 20
<p><u>Transition support</u></p> <p>Students who are joining Leasowes from different settings or who are beginning their secondary schooling with Leasowes feel supported and make positive relationships with staff and their peers.</p>	<p>A 360 interactive virtual tour of Leasowes High School is arranged and shared with all new-starters. Additional time is made to cover the transition Lead and Head of Lower School so that they can meet with new starters so that the child is confident in joining Leasowes High.</p> <p>£500</p> <p>Funded through school budget</p> <p>Pupil Attitude to School and Self Survey (PASS) provided for Year 7 students (as part of GL Assessment).</p>	<p>New starters are able to use the website and videos as part of their transition. This was supportive as Year 6 to 7 transition was again disrupted due to covid outbreaks in both secondary and primary bubbles.</p> <p>Students identified through PASS were given 1 to 1 support with the</p>	NW	Sept 20 Oct 20

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		pastoral team. Some of this with parents, and at times supported signposting to EHA where appropriate.		
			Total cost	£20,975

ii. Targeted approaches: 1:1 and small group tuition, interventions, extended school time,				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p>1:1 and Small group tuition</p> <p>Targeted students in year 11 are able to close gaps in their learning through mentoring and tracking of progress.</p> <p>Students in Year 7 will be supported through peer to peer with Student Leadership Team/Peer Mentors when Covid restrictions are lifted.</p>	<p>Mentoring of students to support those with gaps and develop relationships for intervention in academic subjects and peer to peer relationships.</p> <p>£1000 Funded through school budget</p>	<p>Greenhill AP used mentoring and tuition in Maths to support the progress of year 11 in this subject. All students in Maths made progress in TAG.</p> <p>Were unable to complete the Peer mentor support due to restrictions of Covid bubbles, but is planned for Autumn 21.</p>	JEA	Apr 21
<p>Interventions</p> <p>All students are settled back in to school and have good routines to education and behaviour.</p>	<p>Students will benefit from the appointment of a new pastoral manager to support students with anxiety and other mental health issues as well as helping them to settle and have a positive start to their time at Leasowes – use of individual and group intervention as necessary.</p> <p>£25,000 Actual cost £25,065</p>	<p>An additional Pastoral Support Manager was identified with specialism in mental health. Individual students were given one to one and well as group interventions. Although only planned for 12 months, the school has provided the capacity to continue with the additional staffing due to the need and success.</p>	CMC	Oct 20
	<p>Use of Emerge Leadership with 1 to 1 mentoring. Mentoring programme free, but time needed with pastoral staff to discuss further support.</p> <p>£2000 Funded through school budget</p>	<p>Emerge Leadership worked with a small group of individuals. Time was limited due to the project completion process and lockdown, but all students involved had positive experience and no</p>	NW	Jan 21

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		exclusions during or after the project.		
<p>Extended School time</p> <p>All year 11 students are able to close knowledge gaps and retain and recall information in preparation for their GCSE exams.</p>	<p>Year 11 in practical subjects will have face to face catch up sessions after school and during holidays to close the gaps in their knowledge and skills and ensure that assignments are completed. Sessions led by staff. Resources provided.</p>	<p>Due to Covid outbreak in Year 11 before October half term, all sessions planned were cancelled.</p> <p>During Easter break, English, Maths, Science, History, Geography, IT, PE all held extra sessions to support their learning and assessments. Staff from school were paid to deliver these sessions as extras to after school interventions.</p>	JEA	Apr 21
	<p>Saturday morning intervention sessions with targeted students in Maths.</p> <p>Virtual evening catch up lessons in Maths and Science.</p> <p>February half term and Easter revision sessions for all subjects. £10,200 (for 360 hours of teachers' time) Actual cost £7,957</p>	<p>Saturday mornings and virtual evenings were limited in success with PA High groups – small in number attended.</p> <p>PE and Performing Arts held extra sessions during Easter, May half term and summer (PE) for students in year 7 to 10 as these were areas identified as missing out on extra curricular from bubbles.</p>	JEA/MM	Apr 21
			Total cost	£35,722

iii. Wider Strategies – supporting parents, access to technology, summer schools				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p>Supporting Parents</p> <p>Providing support to parents through purchasing of booklets, revision guides and materials, and access to online resources and platforms.</p>	<p>Providing materials for parents with bespoke programmes including: Bedrock – Online Vocabulary for schools (Vocabulary gaps) – Parental login £4,429 Actual cost £3,691</p>	<p>Bedrock Learning was incorporated into the KS3 curriculum plans for the end of the year. All KS3 participated in this with English monitoring the learning.</p>	JEA	Jan 21

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	Other materials including Guides for parents £1,000 Funded through school budget	All students in Yr 10 and 11 provided with a guide for parents in revision and supporting.		
Access to Technology All students to be able to access virtual lessons from home in the event of a lockdown or self-isolation and establishing avenues to support outside of classroom including further online packages to support learning.	Laptops provided through the MAT and DFE. Bespoke programmes, software, subscriptions and ... to provide development of students learning strategies. National Theatre Elevate Education speakers £5,000 Actual cost £1,729 rest funded through school budget/MAT	Over 100 laptops provided by the school to children in need of use during the virtual lessons. These were invaluable during lockdown, but also when large groups of students were having to isolate. Attendance to virtual learning was monitored and challenged and supported. All of Year 10 and 11 were invited to Elevate Education online presentations, including parents. Uptake was limited and as a school unable to monitor attendance.	MM	Jan 21
Further Wider Strategies 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.	Provide Sports Activities additionally after school and during half term holiday where traditional sports fixtures have been and continue to be discouraged due to Covid. (Included in previous costs) Year 7 students participating in outdoor activities supporting teamwork, developing wellbeing and friendships at Ellowes Hall £3000 Actual cost £0	PE and Performing Arts held extra sessions during Easter, May half term and summer (PE) for students in year 7 to 10 as these were areas identified as missing out on extra curricular from bubbles. Had to cancel the trip to Ellowes Hall due to Covid outbreak across year 7 when it was their involvement. Will aim to do during Autumn 21.	MM NW	Apr 21 June 21
			Total cost	£6,420
			Total cost of all measures listed	£63,117
			Cost paid through Covid Catch-Up	£56,117 £20,283 carried forward to



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		2021/22 to continue with initiatives
	Cost paid through charitable donations	£0
	Cost paid through school budget	£7,000