

# Smestow School

## COVID-19 catch-up premium report

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### COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	741	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£59'280		
STRATEGY STATEMENT			

Following the return from COVID national lockdown it is clear that students have clear gaps in their learning and are behind where we want them to be. It is a priority for us to ensure that students are supported to catch up on their learning, whilst we also focus on the Health and well-being of staff and students. Our strategy will focus on

1. Health and Well Being support for exam groups, employee assistance scheme, mental health work with LA, use of Ed Psych, social media support, mentoring programme
2. Assessment of missing learning in reading and Maths and English especially – accelerated reader
3. Revisit SEN register to ensure support programmes are in place for students, especially in year 7 on transfer
4. Quality first teaching, including revisiting lost learning
5. Intervention NTP, TF Mentors, over staff in Maths and English
6. Improving work with parents including communication and access to support resources – Bromcom, MCAS, website curriculum and parent children support
7. IT access and online learning -0365, SharePoint, computers, internet access, GCSE pod
8. Focus on Attendance to ensure students are in the Academy and learning

Through these approaches we aim to mitigate the effect of extended school closures on student learning, whilst recognising that full closure of all aspects of learning.

## BARRIERS TO FUTURE ATTAINMENT

### Academic barriers:

A	Lost learning for all students caused by Covid lockdown. Including an increased effect on many disadvantaged and SEND students
B	Clear assessment information of student's gaps and a curriculum that is not fit for purpose, unless it is amended
C	Reading ages for many students during KS3 especially
D	Teaching capacity to support extra intervention/ support programmes

## ADDITIONAL BARRIERS

### External barriers:

D	Access to technology and online curriculum/ resources for students including disadvantaged students
E	Attendance / engagement in school due to extended period away from formal education – this effect has been particularly exaggerated in disadvantaged/SEND students.
F	Engagement and communication with families due to extended period away from formal education.

## Planned expenditure for current academic year

Quality of teaching for all					
Action	Intended outcome and success criteria	What is the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Improve the quality of teaching and learning.	Ensure high quality teaching is developed through high quality CPD support with a focus on stretch, challenge, and scaffolding. Teaching staff are focused on repairing gaps in learning	DfE's catch-up premium guidance The EEF Guide to Supporting School Planning: A Tiered Approach to 2020-21 EEF's COVID-19 support guide for schools EEF Teaching & Learning Toolkit Impact of wave 1 teaching is highest impact on student progress	Ensure planned programme of CPD is in place through T and L leads and AH Re introduce M and E to identify key issues Provide time for teaching staff to review their delivery considering AFL	JST	Feb half term 21
Ensure Curriculum is amended to identify lost learning and fill gaps where appropriate	Curriculum provision is amended and appropriate Curriculum provision meets student need	Lost learning during lock down means that plans must be amended	HOF and AH are aware of curriculum amendments Staff are able to explain changes made and why Impact on student learning during DCs improves	JST	Feb half term 21

Integrate online learning into the curriculum	Ensure that there is provision for students to access home learning from the student portal and that this platform can be used to deliver learning	Statutory requirement	Introduce and implement 0365 and SharePoint through DFE programme Ensure support for staff to be able to utilize effectively HOF to check quality of resources to students	JST	February half term
Total budgeted cost:					£5500
Targeted support					
Action	Intended outcome and success criteria	What is the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Ensure "bullseye" intervention programme is in place focused on year 11 and 13	Identified key students in year 11 and 13 initially are receiving extra support to catch up beyond the Academy day	Expectation that year 11 and 13 will sit formal exams in 2021	Review through ALs with HOF to identify key students Use of form time to support students Use of after school to support students	JRO	February half term 21
One to one and small group tuition. Employ Academic Mentors for English and Maths to run 1-to-1 and small group tuition through Teach First Programme	Targeted tuition programme in place for year 11 during Maths and English lessons	DFE guidance Staff concerns Student concerns Data	Robust identification and planned roll out Checking student attendance Close tracking of the students to ensure that they are progressing against DC1 baselines.	JRO	February half term 21

<p>One to one and small group online tuition for Y11 PP students who are currently underachieving. Priority subject areas are English, Maths, History, Geography and Physics. To be delivered through National Tutoring programme</p>	<p>Improved achievement for the students identified to take part in this program Attendance records from the external company delivering this intervention show better than 95% attendance for these sessions. Students report that this approach is helpful</p>	<p>DfE's guidance EEF guidance Staff concerns Student concerns Data</p>	<p>Robust identification and planned roll out Checking student attendance Close tracking of the students to ensure that they are progressing against DC1 baselines.</p>	<p>JRO</p>	<p>February half term 21</p>
<p>Develop year 7 reading catch up program with a focus on disadvantaged students. To include an early phonics program planned and delivered by a primary specialist.</p>	<p>The reading ages of these students will improve from the baselines from GL assessments.</p>	<p>DfE's catch-up premium guidance, The EEF Guide to Supporting School Planning: A Tiered Approach to 2020-21 GL assessment baseline information</p>	<p>Review and identify results Introduce a proven reading scheme – Accelerated Reader Track the introduction and impact</p>	<p>CJE/MHA</p>	<p>February half term 21</p>
<p>Ensure access to GCSE pod</p>	<p>Students report that this revision tool supports their learning</p>	<p>Student voice re concerns about missed learning</p>	<p>Track use of GCSE pod Track changes in outcomes and each DC</p>	<p>JRO</p>	<p>February half term</p>
<p>Total budgeted cost:</p>					<p>£50'100</p>

Other approaches					
Action	Intended outcome and success criteria	What is the evidence and rationale for this choice?	How will you make sure it is implemented well?	Staff lead	When will you review this?
Ensure high quality communication despite current Covid linked situation.	Develop a recurring school newsletter to keep parents up to date with key information	<ul style="list-style-type: none"> <li>• DfE's catch-up premium guidance</li> <li>• The EEF Guide to Supporting School Planning: A Tiered Approach to 2020-21</li> <li>• EEF's COVID-19 support guide for schools</li> </ul>	Ensure all parents are registered on MCAS	AWE	January 21
	Ensure that all parents have access to MCAS and that we can communicate important information to them through push notifications.		Provide advice for parents on curriculum resource use	JST	February half term 21
	Ensure communication protocol followed about parental contact using MCAS.		Regular reports generated in Bromcom brought to SLT showing parental engagement with MCAS. Follows up with identified issues to ensure impact	AWE	January 21
	Parents report improved communication		One member of SLT to act as the gatekeeper of parental comms using MCAS to ensure consistency.	AWE	January 21
	Support resources for curriculum available on website				

Support students identified with difficulties accessing IT	Students and parents report that they are able to access learning	DFE guidance Students and parents report access difficulties Not consistent take up for online learning	Review of parents and student access via sharepoint. Review access of students during lockdown periods Ensure IT is available to loan – access through DFE programme and charity donations Provide parent and student training and email support for issues	JST/ AWE	January 21
To ensure that Health and wellbeing is at the forefront of what we do	Exam groups report that they are supported around anxiety. Staff feel supported whilst supporting students	Student Voice reports being anxious on return to school and the impact of having to sit exams this year	Employee Assistance Scheme provided by Trust for staff Ensure leadership models support and calm Amend PM targets to remove numerical outcome targets Tutor programme of support Link to LA for mental health review and support Introduce mentoring system for year 11 in first instance	JDI	Feb half term 21
Purchase extra support from LA EWO to ensure that strategies are in place to identify vulnerable students not in school and act to support	Attendance improves, especially for SEND and disadvantaged				
Total budgeted cost:					£3680