

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

### SUMMARY INFORMATION

Total number of pupils:	1230	Amount of catch-up premium received per pupil:	£76.00
Total catch-up premium budget:	£94000		

### Statement of Policy

In line with the EEF we at Eggescliffe have developed a tiered model to support staff and students in planning for the academic year. An evidence-informed approach gives us the best chance of maximising impact. Research conducted by the EEF and others around the world strongly suggests that compensating for the negative impact of school closures on the gap will require a sustained response.

It is highly unlikely that a single approach will be enough. It is also likely to be beneficial to consider how to align chosen approaches with Pupil Premium spending and broader school improvement priorities will focus on a 3 tiered approach.

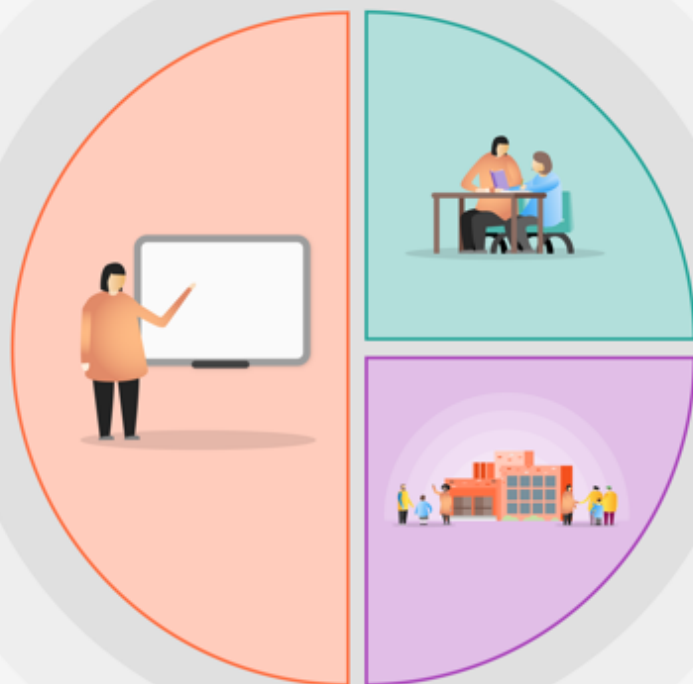
The tiered model focuses upon (1) high-quality teaching, including remote learning and face to face learning (2) targeted academic support, and (3) wider strategies.

The way the funding is used will determine what difference is made. Priorities for funding include:

- Closing the gap for year 11 students (ensuring they are ready to sit GCSE exams with minimal gaps in crucial knowledge)
  - Teacher will identify gaps in knowledge and target students for individual and group tuition after school hours
  - Students access school based tuition provided by Eggescliffe staff
  - Students with greater needs are targeted in for 1-1; 1;3 small group tuition within school hours (targeted at core subjects)
  - Disadvantaged students who have specific needs in core subjects will access on line tutoring from external sources
  - More able students including disadvantaged students will also access on line tutoring to work on specific gaps in knowledge
- Ensuring the gaps do not get any wider when students are self isolating (remote learning implemented)
  - Robust remote learning is put in place so that any student self isolating can access high quality live learning
  - IT resources are needed to ensure all students have access to this high quality T&L
- Ensuring the gaps for all students in all years is identified, closed and / or limited
  - Maximise the quality of T&L available for all students – including use of video lessons, designed and given to students who have identified gaps.
  - Source quality tutoring using EEF National tutoring programme and others to support targeted students in identified subjects to close knowledge gaps

# 1 Teaching

- Curriculum Recovery Planning, Gap analysis and Pupil Personal Currency Plans across all subjects and key stages
- Face to face teaching focussing on complex and essential knowledge
- Homework policy based on recall and retrieval practice
- QFT supported by evidence informed CPD for teachers and support staff
- QA that actively supports curriculum development
- A peer support model to help embed research based teaching strategies as part of the CPD programme
- CPD supporting staff on Remote Learning strategies and best practice
  - Microsoft Teams
  - Satchel One
- A broad and engaging curriculum that focusses on vocabulary acquisition
- Whole class reading approach underpinned by clearly defined formative assessment practices
- Deliberately reduced workload (e.g. meetings/CPD) during assessment cycle to aid staff well-being and enable high quality responsive teaching



# 2 Targeted academic support

- Increased TA capacity to support SEND students
- PP programme aligned with school priorities and SEND to target students
- Subject Specific Catch up plans - exam focus
- Subject specific Catch Up plans – KS3
- HAP Y10 Tutoring programme
- National Tutoring Programme EEF – KS3
- Build Up Programme 'Underestimated Third'

# 3 Wider strategies

- Pixl curriculum support
- IT additional support with T&L requirements (TLR)
- IT support for parents and students
- KS3 and 4 Numeracy and Literacy form time interventions
- PowerUp
- PSHE curriculum
- Additional IT training for students
- Year 11 Homework Club
- Staff Wellbeing Activities
- Reciprocal Reading Project

## Barriers to learning

### BARRIERS TO FUTURE ATTAINMENT

#### Academic barriers:

A	Gaps in crucial knowledge in year 11 identified by teachers and curriculum leaders (data analysis following on going assessments / mock exams will be used to ascertain gaps)
B	Ensuring PP students have gaps identified in all subjects (especially Maths and English) and appropriate support / tutoring put in place in an effort to reduce the gap to none PP students
C	Students with SEND are fully supported to close their literacy and numeracy gaps
D	Ensuring any future gaps are reduced by developing a robust remote learning policy where all students are taught live while isolating at home
E	Gaps in knowledge for all students in all groups are identified with appropriate support / tutoring are employed

### ADDITIONAL BARRIERS

#### External barriers

F	Ensuring all students have access to IT resources that allow for live remote learning – ensure future gaps are minimised
G	Students continually in and out of self isolation needing high quality T&L

## Planned expenditure for current academic year

Quality of teaching for all					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
<p>Assessment of gaps in year 7/10 leading to targeting of students for extra tuition after school (in all subject areas starting with English and Maths)</p> <p><b>Barrier E</b></p>	<p>Students will gain crucial knowledge in the areas they are lacking. Students will perform better in subsequent assessments</p>	<p>Tutoring has been shown to have positive impact in terms of student outcomes - EEF</p>	<p>Tutoring service will produce an impact report detailing both engagement and product of any tutoring sessions</p>	<p>NG / SM</p>	<p>Reviewed every 6 weeks – ongoing review of impact</p>
<p>Maths and Science staff will receive tablets to allow them to teach more effectively to students who are isolating</p> <p><b>Barrier G</b></p>	<p>Any subsequent gaps in knowledge are minimised through engagement in remote live learning using appropriate IT</p>	<p>Subject leaders in Maths and Science encourage modelling of mathematical and scientific process and then use of tablets allows this, thus ensuring high quality T&amp;L</p>	<p>Lesson visits and future assessments will be evaluated Students will be tested / quizzed while learning at home Teachers will share good practice and areas to develop in the use of tablets.</p>	<p>NG / SM / SH / EZ</p>	<p>Reviewed every 6 weeks – ongoing review of impact</p>
Total budgeted cost:					

Targeted support					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
<p>Assessment of gaps in year 11 leading to targeting of students for extra tuition after school (in all subject areas)</p> <p><b>Barrier A</b></p>	<p>Students will gain crucial knowledge in the areas they are lacking.</p> <p>Students will perform better in subsequent assessment / mock exams</p>	<p>Tutoring has been shown to have positive impact in terms of student outcomes - EEF</p> <p>Students have limited time so extra sessions after school will not remove them curricular time</p>	<p>All staff will produce an impact report after each batch of sessions (4-6 sessions) which indicate how assessments have proved positive impact</p>	<p>NG / SM</p>	<p>Reviewed every 6 weeks – ongoing review of impact</p>
<p>Thorough gap analysis combined with individual barrier to learning assessment performed with PP students identified students who will benefit from Maths &amp; English tuition</p> <p><b>Barrier B</b></p>	<p>Students will gain crucial knowledge in the areas they are lacking.</p> <p>Students will perform better in subsequent assessment / mock exams</p>	<p>Tutoring has been shown to have positive impact in terms of student outcomes - EEF</p> <p>Students have limited time so extra sessions after school will not remove them curricular time</p>	<p>Tutoring service produce impact reports detailing attendance, engagement and learning</p>	<p>NG / SM / AG</p>	<p>Reviewed every 6 weeks – ongoing review of impact</p>

SEND students who have significant gaps in English and Maths are given 1-1 in house tutoring from qualified teaching assistant  <b>Barrier C</b>	Students will improve in both their numeracy and literacy as well as confidence in these core subjects	Tutoring has been shown to have positive impact in terms of student outcomes - EEF Core subjects vital to future success as well as exam success. English underpins most subjects	On-going impact reports written on individual students	NG / SM / CL / AH	On going review of provision
Total budgeted cost:					
<b>Other approaches</b>					
<b>Action</b>	<b>Intended outcome and success criteria</b>	<b>What's the evidence and rationale for this choice?</b>	<b>How will you make sure it's implemented well?</b>	<b>Staff lead</b>	<b>When will you review this?</b>
Ensuring all students have access to live remote lessons. They all have IT access, teachers have IT access  <b>Barrier D &amp; F</b>	All students access live lessons while at home isolating. Gaps in learning are minimised and assessed using on-going assessments.	Student / parent voice has overwhelmingly indicated that live learning is far better than traditional 'work book' learning. Students and teachers need IT access to accommodate this	Tracking and monitoring of all live learning Attendance monitoring of students for live learning Review of effectiveness with staff	NG / SM	
Total budgeted cost:					

## ADDITIONAL INFORMATION

### Egglescliffe School Catch Up – tuition overview

Strand	Intervention Provider	Number of students	Start Date	End Date	Additional Info
<b>Subject Specific Y11 and Y13</b>	Egglescliffe staff	230+	October 2020	Summer 2021	
<b>HAP's KS4</b>	Upgrade Tutoring	40+	December 2020	January 2021	6 week programme May repeat cycle with science as an additional subject
<b>National Tutoring Programme</b>	Protocol Education	100+	January 2021		1:4 small group tuition Maths, English, Science
<b>National Tutoring Programme</b>	White Rose Maths	TBC	TBC		Maths specialist tuition
<b>Build Up Programme</b>	Tassomai	13	December 2020	Summer 2021	Maths, English, Science AH lead
<b>Build Up Programme</b>	iAchieve	6	TBC		Year 10 students from Study Skills Vocational AH lead