# COVID-19
# Catch-Up Premium Report

| SUMMARY INFORMATION | | | |
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| Total number of pupils: | 1231 (up to Y11) | Amount of catch-up premium received per pupil: | £80 |
| Total catch-up premium budget: | £98,480 | | |

Our strategy for catch up premium spend focusses on the alleviation of the unprecedented disruption to our pupils' learning and consequent negative impacts caused by the pandemic.

The overall aim of our Catch-up premium strategy is simply to raise the attainment of all pupils to close the gap created by COVID-19 school closures.

September 2020 baseline testing across the College identified the following areas of potential disadvantage as a result of the pandemic which this funding will seek to address:

In the primary phase:
- More children appear to have lost some of their knowledge and skills in reading
- Writing attainment has dropped, especially stamina in extended writing as well as spelling and punctuation accuracy
- High levels of learned dependency are evident in PrePrep
- EAL pupils falling behind significantly compared to previous years
- Maths progress for our SEND and PP pupils
- Boy's reading, particularly in the older primary years.

In the secondary phase:
- Managing expectations in Year 7 in the absence of SATs outcomes
- Literacy skills across all year groups but particularly in the younger year groups, as well as boys' literacy and cultural literacy gaps
- Gender gaps across the secondary phase with girls attaining higher than boys in baseline testing September 2020
- Widening of pupil premium gaps
- Basic numeracy skills as well as attainment in mathematics, especially for our lower prior attainers.

This report is linked to our College Development Plan, in particular the key priorities of:

- Interventions to mitigate the reduction in pupil progress caused by the pandemic, as well as the systematic tracking and evaluation of these interventions
- Attitude to the learning of boys in the LCA+ curriculum
- SEND and the upskilling of staff
- Cultural capital and its role in closing the gap, particularly cultural literacy

The Covid Catch Up Premium spend will therefore focus on:

- The creation of our LCXponential Curriculum i.e. adapting our curriculum to ensure ambitious learning goals to mitigate lost learning time
- Pupil attendance
- Continuation of high-quality learning provision for all pupils during the pandemic
- Expansion of our remote learning provision
- Managing staff workload as we work hard to reduce the Covid learning gaps and provide continuity of learning during the pandemic e.g. through the provision of effective platforms to reduce administrative tasks so that skilled teachers can focus on their teaching and the pupils' learning
- Communication with parents and managing parental expectations e.g. around grades or health and safety
- Managing pupil physical and mental wellbeing and creating a safe working environment for all.

**Examples of spend:**

- National Tutoring Programme
- Additional PPA time for teaching staff to plan high quality, immediate remote learning and adaptations to the LC Xponential Curriculum
- Reduction of contact time for key pastoral staff, including the AP: Safeguarding and Inclusion and the AP: Guidance
- Counselling for pupils
- Extension of the school day for intervention
- Enhanced cleaning provisions

Both the DfE's catch-up premium guidance and EEF's COVID-19 support guide for schools have been referred to for guidance and examples of good practice for the appropriate use of the Covid19 Catch up Premium.

**Planned expenditure for current academic year**

| Quality of teaching for all | | | | |
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| **Action** | **Intended outcome and success criteria** | **Rationale** | **Monitoring of impact and implementation** | **MoS** |
| Additional PPA time for key MoS e.g. AP: Safeguarding, AP: Guidance | Safeguarding and behavioural concerns are dealt with promptly and successfully so that all pupils feel safe | Post lockdown concern of increased safeguarding issues, including poor mental health, as well as behavioural issues as a result of the exclusive bubbles and the longer periods of 'free' time due to the staggered lunches and lack of activities | SIMS behavioural reports TIEs and behaviour points HoH workload | HB / AJH / SL |
| Additional supply staff | All pupils receive high-quality teaching in every lesson | Minimise learning gaps caused by absent staff for Covid related reasons by projecting Teams lessons remotely and supply support in class, keep the school open if high number of staff absenteeism | SIMS records Parent and pupil voice Informal lesson observations | HLC |

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| Additional PPA time for teaching staff in the secondary phase | Immediate and high quality remote learning provision | High numbers of pupils and bubbles self isolating, particularly in Michaelmas 1. Meeting of Govt requirements for high quality and immediate remote provision for these pupils. | Lesson attendance on SIMS<br>AP: Guidance and HoH follow up attendance emails<br>Check back assessments on SMHW | AJH / HoF / Teaching staff |
| Additional key skills staff (Maths) | Minimise key skills learning gaps | Additional teaching support to address key skills gaps caused by lockdown | Pupil Progress point outcomes and assessments | HB / AJH |

| | | | Total budgeted cost: | 31,700 |
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| Targeted support | | | | |
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| **Action** | **Intended outcome and success criteria** | **Rationale** | **Monitoring of impact and implementation** | **MoS** |
| GCSE Pod | Improved GCSE outcomes | Assisting with retrieval practice, can be studied remotely, aids teacher workload | Pupil Progress Points outcomes, including the mocks.<br>Chair of T&L leading the implementation | ARB |
| National Tutoring Programme | Improved outcomes for pupils. | Address learning gaps from lockdown and self-isolation | Pupil Progress Point outcomes, including the mocks. | AJH / KD |
| X periods for additional intervention groups | Improved outcomes for pupils, especially our most vulnerable. | Address specific learning gaps created by Covid | Pupil Progress Point outcomes, including the mocks.<br>Teacher reports | AJH / SL |

| Remote examination packs | All pupils are able to complete the mock assessments fairly | All pupils sit the exams at the same time, reduce additional workload for teaching staff, al pupils have access to examination resources, remote invigilation ensures a fair process | Mocks completed remotely and invigilated, teachers mark remote mocks along with whole cohort | AJH / SL |
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| LSA deployment and additional LSAs | SEN pupils receive appropriate support | Covid bubbles mean that LSAs stay within bubbles, this means that they cannot be most rationally deployed to be Covid safe, therefore additional LSAs needed | LSA deployment discussion at CLT and with KD, outcomes for SEN pupils, recording of behavioural issues for SEN pupils | CF / AJH / KD |
| | | | Total budgeted cost: | 15,300 |

| Other approaches | | | | |
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| **Action** | **Intended outcome and success criteria** | **Rationale** | **Monitoring of impact and implementation** | **MoS** |
| Additional cleaning costs – staffing and supplies | School is Covid safe and can remain open for all pupils | By maintaining high levels of cleaning transmission of the virus is reduced | Record of Covid cases in school, tracking of transmission in house, staff and pupil attendance | HLC / CF |
| Resources to ensure Covid safe e.g. pens in primary, signage | School is Covid safe and can remain open for all pupils | Creation of bubbles and one-way system to maintain social distancing and thus reduce transmission of the virus | Staff on duty during non lesson time, teaching staff during lesson time | HLC |

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| Additional IT to support remote learning:<br>• Additional visualisers<br>• Wireless mics<br>• Additional licences<br>• Extra bandwidth<br>• Additional SeeSaw subscriptions in primary | Immediate and high quality remote learning provision for all pupils in all years | Improved IT hardware and software to ensure access for all pupils and staff at both home and school, lessons are high quality and advance the learning | Pupil engagement reports, pupil outcomes | KL, HLC, AJH |
| PPE, including face masks | School is Covid safe and can remain open for all pupils | Adherence to government guidelines around pupils in communal areas, supporting staff who may struggle to maintain social distancing e.g. LSAs, 121s, if a pupil is ill etc, staff confidence and wellbeing | Record of Covid cases in school, tracking of transmission in house, staff and pupil attendance | HLC / CF |
| Cleaning products e.g. classroom wipes and cleaning sprays | School is Covid safe and can remain open for all pupils | By maintaining high levels of cleaning transmission of the virus is reduced, keeping cleaning products to hand in the classroom ensures they are used regularly and increases the wellbeing of staff and pupils | Record of Covid cases in school, tracking of transmission in house, staff and pupil attendance | HLC / CF / classroom teachers |
| Perspex screen e.g. in Main Reception areas | Receptionist is kept safe from transmission from visitors | Visitors are able to sign in and the receptionist can liaise with visitors following relevant guidelines | Record of Covid cases in school, tracking of transmission in house, attendance of the Receptionists | HLC / CF |

| Additional duty staff | Covid bubbles and social distancing is maintained throughout the school day | Covid transmission and number of cases are reduced, fewer pupils and staff need to self-isolate in the event of positive cases | Record of Covid cases in school, tracking of transmission in house, staff and pupil attendance | HLC / SL |
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| | | | Total budgeted cost: | 51,500 |

The following sources of evidence have been used to support the sections above:

- Internal assessment and reporting, including LC baseline assessments and engagements
- Results of staff and pupil consultation
- Analysis of attendance records
- Guidance from experts
- Case studies of good practice from other settings