Westborough High School Catch Up Premium Strategy 2020-2021

Overview

Pupils 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, especially when considering 50% of the school cohort are from a disadvantaged background. The government has announced additional funding to support children and young people to catch up, this will be provided in 3 tranches. In accordance with the government guidance, evidence based approaches which have been provided by the Education Endowment Foundation (EEF) have been selected. In order to track and monitor these have been categorised as teaching and whole school strategies, targeted approaches and wider strategies.

The total amount of funding allocated is £73,440 based on 918 pupils on roll, at a rate £80 per pupil. This will be received in three instalments £18,360 and £55,080 will be split in to the spring and summer term.

Teaching and whole school strategies					
Chosen action/approach	What is the evidence and rationale for this choice?	Desired Impact	Staff	Cost	Phase
IT provision including network capacity	High quality teaching is the most important lever and the single strategy which will have the greatest impact on the outcomes of pupils (EEF). The studies carried out by the EEF as part of the teaching and learning toolkit consistently find that digital technology is associated with moderate learning gains: on average, an additional four months' progress. However, there is considerable variation in impact, as sometimes they may be used to replace more traditional methods instead of supplementing them. To ensure this is minimised CPD sessions will be focussed on supporting staff with the most effective strategies. Due to the current pandemic and in line with the government expectations it is vital that the technology enables teachers to provide high quality learning experiences where pupils will have to self-isolate or in the event of further school closures. As a result, the	– High quality learning experiences can be provided where pupils are having to self-isolate, a rota system has been implemented or if there are further school closures. – In the event of any school closures the school systems are future proofed and staff are able record and deliver online lessons. – Ensuring time and money is invested in this area will ensure higher quality of home learning can be implemented in to the future, where necessary developing a blended model when pupils are absent from school or used as part of the school's approach in catching up with work missed.	MM/UAL	£30,000	1

school has prioritised to improve the IT capacity of the school systems. This will include:
- Enhancing the network capacity in terms of enabling recording of lessons
- Additional server capacity
- Hardware purchases to enable lessons to be recorded including but not limited to webcams, microphones, visualizers and smartboards. Possibly graphics tablets or devices which enable writing features so that staff are able to provide high quality resources.
- Software purchases to ensure lessons can be recorded, edited and additional software such as feedback/assessment which can be used to sustain pupils interest.

Additional testing	All pupils will need support to transition back to school and is important that pupils who require additional support are identified as early as possible to ensure specific additional targeted support can be provided in a timely manner. - There are particular challenges for pupils starting a new school even more so after the disruptions caused by Covid-19. The new year 7 will not have had any KS2 assessment so there will be a gap that needs to filled. CAT assessments will be used to identify areas where year 7 pupils are likely to require additional support, this will then inform future teaching and appropriate support/intervention, particularly in terms of providing a starting point for literacy and numeracy as it assesses verbal, non-verbal, quantitative and spatial reasoning.	- Ensuring accurate and up to date information will create opportunities for teachers to share information about pupils' strengths and areas for development ensuring timely interventions can be implemented - Increase in the proportion of pupils in line with or above their chronological reading age	SA/OR AW/RJ	£8,000	1
Additional CPD for staff who	Continuing to improve the consistency of quality first teaching will have the greatest impact on the outcomes		LME	£500	Ongoing

	of all pupils including the disadvantaged pupils. This can be seen in the research from the NFER (Closing the attainment gap through evidence-informed teaching, May 2019, Julie Nelson) which shows teacher quality directly impacts on outcomes for disadvantaged pupils (Mincu, 2014). Thus, improving teacher quality should contribute to closing the gap for all pupils.	– Confident skilled teachers who are able to adapt and meet the needs of the learners – High quality learning experiences for pupils – Improved outcomes for all pupils, particularly the disadvantaged			
have recently joined the profession					
CPD for staff on developing high quality remote learning	– Evidence published in the EIF research shows that it is important to develop the subject knowledge of the teachers but also focussing on teachers'' pedagogical content - knowledge of how to teach the particular subject. With this in mind and the significant shift to adapting traditional teaching practices it is important to allow for time and additional resources (CPD library) so that technology use can be maximised to improve the consistency of quality first teaching	– Improve rates of progress, and reduce the knowledge gap that is created with pupils having to self-isolate – Improved metacognition and self-regulation of pupils over time – Encourage self-reflective and innovative approaches to teaching	LME/ADQ /IPA	£1,000	Ongoing

Targeted support					
Chosen action/approach	What is the evidence and rationale for this choice?	Desired Impact	Staff	Cost	Phase
MyTutor additional one to one tuition or small group tuition	Online tutoring programme delivered by experienced university students/graduates studying at Russel group universities will help narrow the knowledge gap caused by the school closure. An alternative would be to use additional school staff possibly including teaching assistants and volunteers. However, research shows using volunteers and teaching assistants can have some valuable impact, it has been proven to be less effective than using specialist trained tutors. This	– Knowledge gaps are addressed developing the confidence of pupils – Support with developing exam technique and becoming more confident with more demanding questions on papers form specific exam boards.	IPA/SA/OS	£8,000	1

	additional tutoring will be targeted towards KS4 pupils in year 10 and 11, alongside the existing MyTutor programme the school has implemented over the last few years. The tutoring programme will consist of one to one tuition and also the governments national tutoring programme. It is intended a range of subjects will be targeted, but a particular focus will be on English and maths to ensure pupils leave school with a strong pass. – Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average – In terms of small group tuition evidence suggest this is effective however, as a rule of thumb, the smaller the group the better. This can be compensated with high quality feedback, sustained engagement and work that matches the learners need. This will be one session a week over a course of 15 weeks, on a 3:1 basis.	– Raise pupils aspirations by working with graduates			
Staffing for extra intervention on Saturdays and holidays for English and maths pupils.	Studies carried out by the EEF has evidenced that small group tuition is proven to be effective. Using specialist subject teachers who know the pupils needs and aware of their gaps in knowledge can help accelerate the progress of pupils.	– Knowledge gaps are addressed developing the confidence of pupils – Support with developing exam technique and becoming more confident with more demanding questions on papers form specific exam boards. – Develop and focus on a specific strategies to maintain pupils' retention and application of key knowledge including filling in gaps from	SA/JN	£10,000	2 & 3

Chosen action/approach	What is the evidence and rationale for this choice?	Desired Impact	Staff	Cost	Phase
		– work missed through absence, so that they are able to confidently approach all questions			
Targeted additional support for year 7 pupils who have been identified as significantly below expected standards in terms of literacy and numeracy	– Using internal subject assessment alongside the CAT assessments target appropriate additional support for these pupils to narrow the gap between them and their peers. This could include initiatives such as ARROW and Mathswatch.	– High levels of progress in literacy and numeracy for pupils identified as significantly below expected standards	AW/RJ	£8,000	Ongoing

Wider strategies					
Chosen action/approach	What is the evidence and rationale for this choice?	Desired Impact	Staff	Cost	Phase
Targeted support for pupils whose low self-esteem and emotional resilience has significant impact on their academic progress, particularly those pupils who are part of the succeed cohort	Pupils' experiences of the lockdown period will have been very varied. For some, it will mostly have been a safe and enjoyable time. For others, it will have been challenging or traumatic. For these pupils they will benefit from support/counselling and highly skilled mentoring from trained staff and specialists including the use of resources such as PiXL 'Build Me Up' to help them re-engage with school, particularly some of those who are from disadvantaged backgrounds and those in care. Allow for time to develop approaches and strategies which can be used develop emotional approaches bespoke to the needs of the pupils	– Sessions are developed which help staff to better support pupils holistically in terms of the challenges due to the pandemic – Bespoke targeted support for those pupils with significant needs or who have been adversely affected due to the school closures	GS/DW/KS/CLO/SR	£1,000	Ongoing
Parental engagement	Parental support is crucial to support pupils to succeed. Parents have played a key role in supporting children to learn at home and it will be essential that	– Increased engagement with school to ensure pupils are	HCT/PL	£500	2

	continue to work with families particularly in terms of self-isolation or further closure. – Increased communication using text messages and letters to ensure they are informed of the best ways to support the child's learning – Work packs for those pupils who have limited access to technology thus supporting a blended learning model – Working with families to reduce anxiety and encouraging attendance of pupils in line with government expectations	supported to improve outcomes – Parents are better informed and where additional resources. need to be deployed this can be done in a timely manner.			
Additional books and resources	Providing additional books and educational resources to families over the summer holidays, with support and guidance, for example, offering advice about effective strategies for reading with children. This will encourage a word rich culture and promote independent study for those who may not necessarily be able to access these resources. Instead of just providing revision invest in resources which will engage pupils in a range of subjects which are loaned out.	– Increase engagement in lessons, thus reducing incidents of low level disruption – Increase the cultural capital of less advantaged pupils – Increase uptake of EBACC subjects	IPA/OS	£3,440	Ongoing
Access to technology	Pupils' access to technology has been an important factor affecting the extent to which they can learn effectively at home. In particular, lack of access to technology has been a barrier for many disadvantaged children. Continue to work with the Local Authority to ensure digital devices for those eligible can be claimed, however where there are still gaps so the school will look to invest in building a small stock of additional devices alongside looking at innovative approaches to provide internet access.	– Narrowing the gap due to resources so that pupils are able to access high quality resources – Increased engagement with school building string relationships not just with pupils but the families and the community as whole	IPA/PL	£3,000	Ongoing