

# COVID-19 catch-up premium spending

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## Overview

**Parkfield School - an 04 - 16 all through school with 499 students.**

## STRATEGY STATEMENT

We are focusing our catch up premium on:

- Providing extra support to back fill learning gaps that students have, following the period of school closure, specifically for exam classes, Y6, Y2 and especially for those in disadvantaged groups and or SEN
- Providing extra support to students around pastoral care and safeguarding where demand has risen because of the pandemic.
- Providing on going remote learning support in order that students who are Covid positive and miss a number of school days do not continue to fall behind in the academic year 2021/22 as we will offer the full curriculum through this period. This is supported by a Covid Catchup Cover Supervisor.
- Continuing to provide Literacy support to help students in KS3 catch up where their competency in literacy has not progressed through the school closure period.
- Providing numeracy support to help students in KS3 catch up where their competency in numeracy has not progressed through disruption to schooling.
- Providing Booster Sessions for Y6 pupils, parent workshops and Y2 phonics support sessions.
- Providing 1:1 NTP support for children falling behind in their learning.

## Planned expenditure for current academic year- 2021/22

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?
The purchase of revision guides and support materials for identified students in exam groups, with priority for disadvantaged students	To give students notes where their notes may not be as full as normal due to school closure in 2020/1 or periods of isolation and remote learning.	Need identified through assessments through the Autumn Term by the teacher.	Monitored through teacher and subject leader.	Subject/phase Leader	We will QA how useful students find these resources in Spring 2022.
Where students do not look on track to meet expectations and the teacher does not think that normal provision alone will get them there, extra small group sessions put on to cover missed material due to the disruption to education since the beginning of the course in 2020/1. Priority for disadvantaged and SEND students.	To ensure student understanding of knowledge, skills and key concepts required for success are mitigated against especially if there are further school closures in 2020/1 or periods of isolation and remote learning.	Need identified through assessments and tracking through the Autumn Term by the teacher.	Monitored through teacher and subject leader.	Subject/Phase leader with VP and AVP oversight	Outcomes monitored at the end of each intervention

<p>Where students look at serious risk of underachievement and the teacher does not think that normal provision alone will get them there, extra small group or 1:1 sessions put on to cover missed material missed by disruption to education since the beginning of the exam course in 2020/1. Priority for disadvantaged and SEND students.</p>	<p>To ensure student understanding of knowledge, skills and key concepts required for success are mitigated against especially if there are further school closures in 2020/1 or periods of isolation and remote learning.</p>	<p>Need identified through assessments and tracking through the Autumn Term by the teacher.</p>	<p>Monitored through teacher and subject leader.</p>	<p>Subject/Phase leader with VP and AVP oversight</p>	<p>Outcomes monitored at the end of each intervention</p>
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	<p>Total cost:</p>	<p>budgeted</p>	<p>tbc</p>
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Other approaches					
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>To increase the Pastoral Support Worker team:</p> <ol style="list-style-type: none"> <li>1. Address the increased number of pastoral support needs we have seen since the start of the pandemic.</li> <li>2. Create increased capacity for the Safeguarding Team following a significant increase in referrals post pandemic.</li> </ol>	<p>Students (and parents) that need extra support get it, so that they can learn when in school and be successful.</p>	<p>Increased number of pastoral support requests and Safeguarding referrals compared with 2020/1.</p>	<p>The new member of the team will be inducted and the rota will provide extra capacity where it is needed.</p>	<p>KH/CAD</p>	<p>We will QA how we are best meeting need in Spring 2022.</p>
<ul style="list-style-type: none"> <li>• 1:1 support for numeracy and literacy via the National Tutoring Programme for key individuals across secondary and small groups in Y2</li> </ul>	<p>Confidence and attainment data show an increase</p>	<p>Number of children who are below expected starting points due to the pandemic and a less than ideal transition period.</p>	<p>Previous experience of 1:1 tutor considered and sessions QA'd</p>	<p>KT/KTu</p>	<p>January 22 to see what the impact on learners has been. Questionnaire to Parents and students</p>
<ul style="list-style-type: none"> <li>• Go Fish Consultancy delivering "I can" workshops (6 weeks) and friendship and fallouts sessions for primary. This is target</li> </ul>	<p>Confidence and attainment data show an increase</p>	<p>Number of children who are showing anxiety around coming to school or lacking confidence in their own abilities due to the Pandemic</p>	<p>Previous experience of provider considered and sessions QA'd</p>	<p>CAD</p>	<p>January 22 to see what the impact on learners has been. Questionnaire to Parents and students</p>

to support the emotionally vulnerable pupils in both primary and secondary					
<ul style="list-style-type: none"> <li>Fresh start sessions to support low level literacy in Y7</li> </ul>	Confidence and attainment data show an increase	Number of children who are below expected starting points for reading due to the pandemic and a less than ideal transition period.	The LSA will be trained by RWI school lead and support on hand if required.	CC	June 22 by running the NGRT tests again
<ul style="list-style-type: none"> <li>Flash Academy online learning for EAL students</li> </ul>	Confidence in spoken and written English to improve	National programme recommended by other trust school with high EAL Needs	Ongoing oversight by LSA	CAD	6 week intervention Feb 22
<ul style="list-style-type: none"> <li>Booster sessions and parent workshops for Y6</li> </ul>	Confidence and attainment data show an increase	SATs mocks identified a need	Class teachers for Y6 to deliver	TW/KD	Mock results SAT
<ul style="list-style-type: none"> <li>Y11 bespoke support for specific subjects by class teachers</li> </ul>	Confidence and attainment data show an increase	Progress check identified key students	GCSE Class teachers supporting	CAD	Feb 22 mock exams
<ul style="list-style-type: none"> <li>Y11 booster sessions through community time Jan – Feb half term</li> </ul>	Confidence and attainment data show an increase	Progress check identified key students	GCSE Class teachers supporting		Feb 22 mock exams

				Total cost:	budgeted	tbc
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## ADDITIONAL INFORMATION

We have based our decisions on where to direct the Covid Premium funding on the following key things: .

- Other than exam students, the focus is on equipping students with skills (literacy skills predominantly, followed by numeracy) rather than missed content.
- We recognise that other factors maybe preventing a child to learn well. We have seen a significant increase in the demand for pastoral support (for things such as anxiety) and for safeguarding referrals, compared to before the pandemic. We are aiming to meet students' basic needs around safety (Maslow's hierarchy of need) in order that they can learn and do not fall further behind.
- For exam students we have a range of 'interventions' such as revision resources/ small group tutoring/ individual tutoring.
- To have an infrastructure to support students learning remotely when they cannot be in school.
- All subjects have access to extra support for all students as we continue to run the full curriculum.