



# COVID-19 catch-up premium report

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

### SUMMARY INFORMATION

Total number of pupils (11-16):	912	Amount of catch-up premium per pupil (11-16):	£78.95
Total catch-up premium budget (11-16):	£72,000	Total catch-up premium budget (17-19):	£160

### STRATEGY STATEMENT

The key priorities for the use of the COVID-19 catch-up premium are:

- To reduce the attainment gap for all students created by the closure of schools during the period of national lockdown;
- To ensure all students have access to the highest quality education provision both in school and through a blended learning model if required;
- To reduce the attainment gap between disadvantaged students and their peers.

West Kirby Grammar School plans to achieve this through a number of strategies including:

- The provision of access to technology to facilitate access to high quality resources and broadcasted lessons;
- Focused one-to-one tuition for those identified as most in need following school closures;
- Tailored support with formative feedback for all students to enable them to identify areas for development;
- Accurate and robust assessment structures to enable accurate tracking and suitable baseline testing.

# Barriers to learning

## BARRIERS TO FUTURE ATTAINMENT

### Academic barriers:

A	Attainment gap for all students owing to the extended school closure
B	Attainment gap created for students less able to engage with remote learning provision during school closures for a variety of reasons
C	Progress gap for students in receipt of Pupil Premium Grant (also addressed through 3-year PPG Strategy)

## ADDITIONAL BARRIERS

### External barriers:

D	Access to suitable technology to facilitate high quality blended learning
E	Poor attendance for small groups of students owing to isolation, shielding or ongoing health concerns
F	Emotional barriers created through a sense of loss experienced as a result of school closures

## Planned expenditure for current academic year

QUALITY OF EDUCATION 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>Ensure all staff and students have access to the technology required to access blended learning provision including laptops and broadband.</p> <p>Ensure strong systems in place for supporting staff to embrace new technology.</p>	<p>Students and staff are able to access or deliver highest standard of education both in school and remotely.</p> <p>School provision is not limited by lack of access to key technologies.</p> <p>New IT Apprentice is employed to develop IT Support provision.</p>	<p>Those who experienced difficulties during the lockdown period should not be further affected by periods of isolation and must be able to fully access teaching provision.</p>	<p>Staff and students must be accurately identified to ensure the provision is made for those most in need.</p> <p>Pastoral team will work to accurately identify students along with IT Support and Senior Leaders.</p>	SJC	Half-termly.
<p>Design and delivery of Recovery Curriculum for students in Y7-13.</p>	<p>Students and staff are able to discuss the impact of school closures and identify best avenues for support.</p> <p>Students and staff are supported and mentally healthy on their return from an extended period of school closure.</p>	<p>The advantages of adopting a whole-school approach to mental health and wellbeing are well documented and work with Anna Freud Centre has evidenced this further.</p>	<p>Full programme is designed using resources from Anna Freud NCCF and tailoring these to the school community.</p> <p>Pastoral Team will identify best opportunities in the school day for the delivery including use of Tutor time and dedicated curriculum time.</p>	KC	Feb '21
Total budgeted cost:					£18,580

## 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?
Fully funded one-to-one support for identified students in key subjects where progress and attainment can be maximized.	Students most affected by school closures, close attainment gap to peers. Student confidence in subjects and general academic progress improves.	Education Endowment Foundation's (EEF) COVID-19 support guide for schools identifies this as an effective mechanism for support.	Tutors will be subject specialists identified by the school and sessions will take place weekly until May half-term. Tutors will be experts in the appropriate exam board and be able to offer advice and guidance as required.	JLM	Feb '21
Online resources for students in Y9-11 with focused formative feedback (GCSEPod).	Students have access to high quality resources which allow them to gain formative feedback and focus their studies. Assessment system offers formative feedback and questions are tailored to the abilities of the student. Tracking by HoY is clear to ensure high levels of progress and engagement.	EEF's COVID-19 support guide for schools shows that targeted and specific feedback is highly valuable in closing attainment gaps. This resource also allows access for all students in GCSE study and will be available throughout their course.	Training on the software will be delivered to students starting with Y11. Parental webinars will be available to encourage home support. Staff trained on more advanced features across the academic year.	MW / SJC	Termly
Total budgeted cost:					£49,173

## 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?
Revision techniques and study advice sessions for students in Y11 (and parents/carers) from external facilitators.	Increased confidence in students and parents. Students able to revise and prepare for examinations more effectively.	Students in key examination groups exhibit most concern about time lost and expert advice on using time effectively helps to address this gap.	Suitable time in school should be identified for the delivery of the sessions and follow-up work. Sessions for parents should be well advertised and promoted to maximise engagement.	KC / GE	Termly
Baseline testing for Y7 to accurately track progress and identify required intervention.	Y7 students are tracked and supported with the same level of accuracy and detail as all other year groups.	Altered approach to KS2 baseline testing creates inconsistency in progress tracking.	The system invested in will be robust and fair allowing access to all students and being based on a reliable and extensive data model.	JBW	Feb '21
Total budgeted cost:					£4,247

## ADDITIONAL INFORMATION

Sources that have been consulted as part of the process for best allocating funds include:

- Analysis of internal assessment and monitoring data for all year groups;
- Results of staff and pupil surveys for technical provisions;
- Analysis of attendance records;
- EEF and DfE COVID-19 support guides for schools.