

## SEMS COVID-19 catch-up premium spending 20-21

### SUMMARY INFORMATION

Total number of pupils:	451	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£36,080		

### STRATEGY STATEMENT

Children from disadvantaged backgrounds are likely to have been more affected particularly severely by closures and may need more support to return to school and settle back into school life. Whilst all pupils will benefit from the EEF recommendations, it is likely that some forms of support will be particularly beneficial to disadvantaged. Our catch-up strategy has a holistic approach which includes all year groups and a broad range of subjects, all with equal importance. We have ensured that we have assessed the guidance offered to us and used official research to underpin decisions upon. The staff, at all levels, and pupils of SEMS are fully committed to ensuring that any partial school closures have a minimal effect on the students learning and well-being. This strategy will make sure that every child, no matter their age or where they live, gets the education, opportunities and outcomes they deserve, by investing our time and funding on measures proven to be effective, particularly for those who are most disadvantaged.

#### Our school's catch-up priorities

To focus on Wave 1 teaching: high-quality teaching in the classroom through a broad curriculum.

Help all children who have fallen behind to access work/support that will help them fill gaps (especially disadvantaged pupils and 'newly vulnerable').

To ensure all staff and pupils return following the periods of lockdown healthy.

Pupils are supported to access remote learning effectively if schools are closed.

Mental wellbeing is prioritised over learning in the recovery phases.

#### The core approaches we are planning on implementing and how these will contribute to helping pupils catch up missed learning

Tutoring

Mentoring (especially for transition)

Specialist teaching packages that personalise learning

Assessment tools that make formative and summative assessment more effective and efficient

## TARGETS

A	96% attendance of pupils.
B	100% of staff in school.
C	Staff and pupil wellbeing is maintained and any deficits are quickly addressed.
D	September 2020 gaps in attainment between groups in all year groups (and between school compared to national) are reduced (or at least do not widen).
D1	Via GL attainment in Eng & Maths.
D2	Via moderated Writing assessments

## Planned expenditure for current academic year 20-21 (Sept – Jul)

Baseline assessments to identify gaps in learning. • Sports coaching for 2 afternoons a week will free up teachers to deliver high quality interventions. • Recovery curriculum planned for Maths and English for each year group. Objectives have been identified as not taught or taught but not fully embedded. These are being taught alongside a broad and ambitious curriculum. • Feedback used to make next steps explicit to children. • Whole staff CPD for research based high quality teaching (EFF) – metacognition, working memory, low stakes assessments etc. • On arrival baseline assessments are carried out and areas identified for intervention. • Low stakes assessments to aid memory retention. • Daily reflection time to allow pupils to reflect on what they have found difficult and why. What are the next steps? What support do they need? • Daily reflection time to consider own learning needs and resilience. • Newly devised curriculum and character education to improve children’ resilience and perseverance (Learning Pit) and to improve learning attitudes.

Additional items/activities pertinent to the use of the Covid Catch-up funding have been listed here. Some activities have been interrupted. A review of planned work will happen when children are back to school.

Quality of teaching for all Great teaching is the most important lever schools have to improve outcomes for their pupils.					
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	Cost
Effective diagnostic assessment of writing. Buy No-More-Marking license for KS2 and Y7	All pupils are assessed using new tool and benchmarked against national. More confident comparisons and analysis will support assessment and target setting to close gaps. Teachers’ workload will be more manageable.	<i>Planning effective assessment is integral to supporting great teaching. Schools will have to deploy their own assessment approaches to sensitively diagnose the actual impact that Covid-19 school closures may have had on their pupils</i>	Assessment calendar. Results from assessments. Benchmarking report.	JCox	Est. £1,000

Creating Wellbeing strategies CPD for staff	Strategy informed by MH professionals. Ensuring the school can be audited against good practice and appropriate strategies used (based on up-to-date practice).	<i>Improving the quality of teaching—both the planning and implementation—is almost always supported by high-quality professional development.</i>	Policy adapted and implemented. Wellbeing surveys. Parental FB.	NP	£400
Additional license for online parents/carers evening purchased. (through 365)	Better communication of pupils' progress	<i>Though necessitated by Covid-19 disruption, focusing on high-quality remote learning will always be valuable for pupils.</i>	Tech department oversee bookings and appointments. SP coordinates staff training. Attendance at appointments. Pupil reporting more effective.	SP/JM	£116-40
Updating White Rose curriculum materials	Best quality wave 1 Maths lessons using the most up-to-date curriculum materials released. Greater personalization of learning.	<i>explicit instruction, scaffolding, flexible grouping and cognitive and metacognitive strategies, are key components of high-quality teaching and learning for all pupils.</i>	Monitoring by ML. Impact on standards in Maths.	MM	£2,000
Purchase Learning By Questions platform in Maths	Best quality wave 1 Maths lessons Greater personalization of learning.	<i>It will be important to differentiate between learning that has been forgotten due to extended absence from the classroom and material that hasn't been learnt properly. Effective diagnostic assessments are therefore rooted in classroom practice</i>	Monitoring Impact on standards	MM	£13,900
Employ an additional temporary TA/sports coach.	More coaching sessions. Reduce ST timetable.	<i>Free up ST to deliver and lead more of the MH activities.</i>	Club registers. Monitoring. MH intervention log.	NP/ST	Est. £17,000 (incl on costs)

Purchase a mental health wellbeing tool (Bounce)	Accurate pupil voice and wellbeing tracking to inform triage process	<i>Though necessitated by Covid-19 disruption, focusing on high-quality remote learning will always be valuable for pupils.</i>	Monitoring. MH intervention log. Pupil voice clearer. Ability to evaluate effectiveness of provision improved.		£1198-00
ePraise purchased as a tool for remote behaviour management.	Supporting behaviour management	<i>Though necessitated by Covid-19 disruption, focusing on high-quality remote learning will always be valuable for pupils.</i>	Logs of HPs. Staff are confident at using the too to support behaviour management	RL/SJ	£960-00
Postage to ensure that digital poverty doesn't affect access to work		<i>In addition to providing access to technology, ensuring that teachers and pupils are provided with sustained support and guidance</i>	All learners accessed the work	SP	£600-00
Earphones/microphones for KWVs		<i>Almost all remote learning uses digital technology, typically requiring access to both computers and the internet.</i>	All learners accessed the work	JM	£74-95
Total budgeted cost:					£35,249

Targeted support

There is extensive evidence supporting the impact of high-quality one to one or group tuition as a catch-up strategy. Tuition delivered by qualified teachers is likely to have the biggest impact.

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	Cost
Transition and mentoring with BU	Organise for external mentoring for most vulnerable KS3 pupils			CP	£4,200
Total budgeted cost:					£4,200