



Covid 19 Catch-Up Premium and *Recovery* planning 2020-2021

The government COVID-19 catch-up premium has been established to mitigate the effects of the unique disruption caused by coronavirus. The grant will only be available for the 2020-21 academic year.

Schools should use this funding for specific activities to support pupils to catch up for lost teaching time over the previous months. To support schools to make the best use of the funding, the EEF has published a support guide.

<https://educationendowmentfoundation.org.uk/covid-19-resources/covid-19-support-guide-for-schools/#nav-covid-19-support-guide-for-schools1>

A summary of their best practice is as follows:

Overall strategy area	Specific strategies
Teaching and whole-school strategies	Supporting great teaching Pupil assessment and feedback Transition support
Targeted approaches	Ensuring that the school adopts a thorough process to identify students who require catch-up. One to one and small group tuition. Intervention programmes Extended school time
Wider strategies	Supporting parents and carers Access to technology Ensuring that students have positive levels of well-being and are confident they can achieve, despite the period of partial school closure.

As with all government funding, school leaders and governors must be able to account for how the money is being used. Therefore the impact and spending strategy for this catch-up premium will be reviewed at every Governors meeting throughout the 2020-2021 academic year. When Ofsted re-commence routine inspections, they will make judgements about the quality of education being provided which will include how you are using the funding to ensure the curriculum has a positive impact on all pupils.

Academy Name	Seaham High School
Headteacher	Mr G Lumsdon
Chair of Governors	Mr L Brown
Spend allocation	£88,880 (updated Jan 2021)



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'Catch-up programme' linked to SP6

Strategy / Actions	Expected Outcome	Completion	Key People & Resources (costs)	RAG Nov.	RAG Jan.	Progress comments on review
<p>Targeted Academic Support – targeted small group English intervention 1:3, predominantly PP/boys students fortnightly for the whole academic year. Students identified from lockdown lack of engagement and well below target from last assessments Spring 2020. Started 11/9.</p> <p>23 xY11 students 6xY10 students 3xY9 students 6 week highly focused 1:1 intervention for key students KS4</p>	<p>Closing of the gaps as seen in the PLC and exam responses. Underperforming students meet or exceed target grades. To improve KS4 students' outcomes in English language and literature</p>	Ongoing 20/21	L Kempsey. HDJ £9,500.00			Ongoing, attendance is good. Postponed from Jan 21.
<p>Targeted Academic Support – targeted small group science intervention 1:5/6, predominantly PP students fortnightly for the academic year. Students identified by knowledge/skills gaps and below target Spring 2020. Started 17/9.</p> <p>40xY11 10xY10 5xY9</p>	<p>Closing of the gaps as seen in the PLC and exam responses. Underperforming students meet or exceed target grades. To improve KS4 students' outcomes in Science.</p>	Ongoing 20/21	S Smith. SAH £11,666.00			Ongoing, attendance is good. Postponed from Jan 21.
<p>Targeted Academic Support – Targeted small group maths intervention 1:5/6, predominantly PP/boys students fortnightly for the academic year. Students identified by knowledge/skills gaps and below target Spring 2020. Yet to start.</p>	<p>Closing of the gaps as seen in the PLC and exam responses. Predictions to be inline with NA.</p>		GOL £8,900.00			Support investigated from the MAT.



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<p>Teaching and whole-school strategies - All depts. completed a COVID recovery plan for all year groups. SLs/FLs auditing where students are, identify gaps in knowledge and skills, adaption of SOW if necessary. All depts. to reflect on their subjects and how to deliver content with passion which ignites the love of learning. Plans for blended learning using Google classroom. Meetings scheduled over the next 3 weeks. Focus on Y11, Y10 and Yrs7-9.</p> <p>(20 cameras to allow teachers to deliver home learning)</p> <p>Google classroom costs - Salamander</p>	<p>Plans in place for recovery, retraining, reconnecting. Boost students self esteem & confidence who have missed significant chunks of their learning.</p>	<p>Ongoing 20/21</p>	<p>All FLs and SLs</p> <p>£1,399.00</p>	<p style="background-color: yellow;"></p>	<p>Ongoing 2 meetings have occurred in the Aut Term.</p> <p>SLT will quality assure decisions for catch-up tuition through conversations with FLs/SLs and cross referencing data. Each FL/SL has completed a COVID-19 response to the curriculum document. This audit tool details how the students' knowledge and skills will be developed and how SOW have been adapted in response to the COVID-19 pandemic. KS curriculum plans have been reviewed as a result of changes to assessment arrangements in certain subjects. Consistent approach to address gaps.</p>
<p>Targeted Academic Support - Promotion of BTEC Boost intervention up to Oct Half Term to include targeted PP students. Tailored twilight learning Y10 and Y11.</p> <p>Specialists at school delivering additional lessons/withdrawal in school curriculum time Y11.</p> <p>Tutor boost – Y11 have been allocated a subject specialist tutor to enable further revision to be conducted.</p> <p>Commit to 6 – as in previous years, Y11 are offered a variety of after school lessons every day. Students are encouraged to attend targeted sessions.</p>	<p>Close the gaps in portfolio completion. Boost grades by at least +1 for all PP students.</p>	<p>PLC – completed by Sep 2020 Homework – ongoing 20/21</p>	<p>All vocational teaching staff</p>	<p style="background-color: yellow;"></p>	<p>All subjects have continued to offer P6.</p> <p>Staff are assigned students based on diagnostic analysis in conjunction with ongoing assessment and class work in all lessons.</p>



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<p>Targeted Academic Support - National Tutoring Programme (SCP) to be promoted with current Y11</p> <p>14 students identified who would engage with university students. Students have 14,000 credits and students can use these as often as they want. Students can receive 1:1 support/response for a range of subjects.</p> <p>Nov 20 second drive to add more students, offered to whoever is interested.</p>	<p>Launched 1 Oct 20</p>	<p>GRA</p>	<p>Free</p>		<p>Initial response has been positive. GRA receives a monthly reports, majority of 14 have been accessing and using the support around assessment times. GRA to relaunch to more students. SV reveals that this support is valued and answers to their questions are very good.</p>
<p>Targeted Academic Support - Y8 Lexia catch up re-established on 14/9 for 25 min during registration period x2. 15 students (PP and SEND) identified with a reading age below 6. Design and deploy targeted literacy interventions so that identified students make improved progress x 2 reg periods per week.</p> <p>Lexia Power Up</p> <p>Accelerated reader</p>	<p>Track progress. Identified students make improved progress in reading and writing. Parents/carers are fully aware of their child's academic progress across 2019/20.</p>	<p>Ongoing 20/21</p>	<p>K Purdy, OBR Purchase of headsets</p> <p>£37.00 £,2073.00</p> <p>£2,616.00</p>		<p>Students are engaging with the sessions.</p>
<p>Targeted Academic Support - Y7 catch up group identified from Lexia placement, all students identified as foundation for all 3 strands (reception-Y2). 18 students (PP and SEND) x 4 mornings per week. Provide specific, targeted interventions to improve the level of literacy of SEND PP students</p> <p>See above</p>	<p>Identified students make improved progress in reading and writing. Parents/carers are fully aware of their child's identification</p>		<p>Lexia J Soady J Hebron</p>		<p>Students are engaging with the sessions.</p>



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<p>Targeted Academic Support - LSA support in Learning Zone classes in Y7,8,9. In class support so that students are supported to access the curriculum and make improved progress.</p>	<p>Identified students making progress in English and maths.</p>		<p>£26,313.00</p>		
<p>Targeted Academic Support - KS4 revision guides/workbooks to be bought for key specific groups PP. Ensuring that students are able to effectively use the revision resources provided to impact on their ability to work independently and henceforth improve their outcomes</p> <p>Maths focus on G8/9 workbooks.</p>	<p>Increase student independence and resilience with revision and catch up work through DTT.</p>	<p>Dec 2020</p>	<p>Cost of books ave £5 each. MFL £66.77, £122.60 £2656.20 English Maths £1500.00 Geog £1000.00 Hist/Sci £1422.43</p>		
<p>Targeted Academic Support - Specialised examiner days for English and Geog for whole cohort Y11</p> <p>Virtual Play for Y10 to address coverage of Lit texts – lost time through poor engagement during lockdown</p>	<p>Address skills deficit and build confidence in tackling exams</p>	<p>Jan 21</p>	<p>English £500 Geog £500 £500 (£50 per link)</p>		<p>Examiners booked in to work with whole cohort and subject teachers</p>
<p>Targeted Academic Support - Purchase of additional lap tops for key Y11 students</p> <p>Class set Chromebooks @£222.00 per device x 30</p>	<p>Improved engagement with Google classroom</p>	<p>Oct Half Term</p>	<p>£400 per laptop £6660.00</p>		<p>Classroom set up in Y10 bubble. Progress maximised in vocational subjects and to engage with online teaching. Staff training in using google classroom.</p>
<p>Wider School Strategies - reward points prizes to encourage engagement, successful reintegration and decrease low level disruption and ensure high level incidences remain rare – targeted at catch up students</p>			<p>Cost of small prizes £250.00</p>		<p>Celebration assemblies for end of Aut Term were very positive.</p>
<p>Wider School Strategies - Ensure key students are engaged with their education. We will need to re-engage them with school and sustain 95% attendance or above. Identify key gaps in knowledge missed</p>	<p>Attendance remains above 95% and PA</p>	<p>Sept 20</p>	<p>Cost of small prizes £250.00</p>		<p>Weekly report to parents re attendance and engagement at online lessons.</p>



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<p>through lack of engagement with school during lockdown. Students need to be prioritised for intervention immediately within their lessons.</p> <p>Strategy will involve a focus on cultural capital and aspirations to re-engage these students to see the value of reaching their potential.</p> <p>The Day</p>	<p>below 12% for PP and SEN.</p> <p>The students focus heavily in our rewards and there is a significant decrease in behaviour points. Disadvantaged students make as much progress as national non-disadvantaged students. Significant reduction in FTEs for disadvantaged students compared.</p>				
<p>Wider School Strategy - Specific SEND/SEMH/high needs students support. Provide highly targeted Emotional and Wellbeing support for high need students.</p> <p>Increase school councilor by x.5 days</p>	<p>Improve academic outcomes, attendance, behaviour and wellbeing for high needs students.</p>		<p>£4625.00</p>		<p>Councillor is working through increased cases.</p>
<p>Wider School Strategy - Support provided for emotional wellbeing for students (Y7-11) who are not currently captured by school counsellor provision or professional services. Delivery by a wellbeing practitioner who will provide pre-recorded wellbeing sessions for use in lessons, pre-recorded bereavement sessions to be used by families at home, virtual drop in sessions for students and families following pre-recorded materials and a six week group project delivered live to a group of students identified by the school.</p>	<p>Improved wellbeing, attendance and engagement.</p>		<p>£2,200 (Joint funded £1,100 from Achievement and £1,100 from Covid)</p>		<p>Current roll out Feb 2021.</p>



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<p>Wider School Strategy - Ensure a broad range of opportunities and experiences to promote students' personal development and positive relationships. All students access first-class careers education, in line with all Gatsby benchmarks. Investment in 1:1 careers advice.</p> <p>Students identified through wellbeing checks, class charts and AL/YM.</p>	<p>To ensure all students have a rich range of experiences - thus developing knowledgeable, confident, responsible and articulate learners and citizens.</p> <p>Increased participation in extra curricular activities by PP students.</p>		<p>£2000.00</p>		<p>1:1 interviews have started for Y11 students.</p>
<p>Targeted Academic Support - Game based mathematics intervention elective to increase confidence and engagement. Tutor time maths session once a fortnight with specialist resources aimed at improving pupils' basic numeracy levels....Y7/8???</p> <p>Investment in White Rose maths for Y7,8,9</p> <p>Accelerated maths @£224 per student – QLA will identify skills deficit</p> <p>Heggarty maths</p>			<p>£396.00 £627.00 £1200.00</p>		<p>Heggarty is being used for bespoke intervention following QLA of skills deficit. WRM being used to effectively for blended learning.</p>
<p>Teaching and whole-school strategies -</p> <p>Purchase of subject specific resources for PP students. Art packs, technology material, additional tuition, revision resources, past papers.</p> <p>GCSE Pod</p>	<p>Improved quality of practical work, improved homework completion and better attainment.</p>		<p>£1,000.00</p>		<p>Ongoing, students collecting from school on a need to need basis. Packs placed in classroom bubbles.</p>



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Targeted Academic Support - Provide laptop and wireless connection devices for all students, particularly, disadvantaged students and those identified as vulnerable. ?? students identified across all year groups with lack of adequate equipment or connectivity issues.	All students have the necessary equipment to access remote learning opportunities.					
TOTAL AMOUNT SPENT			£88,887.77			

Additional comments/evaluations (if required):

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

- 1) Changing teaching strategies demand instantaneous feedback and support for this through online platforms, such as Google Classroom will provide staff with opportunities for timely AFL.
- 2) Students at the SHS respond well to teaching support in small groups, historically this has been offered to small cohorts, the funding gives us the opportunity to deliver to a wider cohort. This will enable gap filling from last learning time.
- 3) The difficulties with technology coverage for our students reflect the levels of deprivation in the geographical area.