COVID Catch-up Premium Report

COVID catch-up premium spending: summary

Total number of pupils:	1518
Amount of catch-up premium received per pupil:	£64.25
Total catch-up premium budget:	£97,280

STRATEGY STATEMENT
Barnhill Community High School places the wellbeing, personal development and academic outcomes at the heart of our educational offer. We understand that, despite a comprehensive on-line offer, the impact of the pandemic has been a significant disadvantaged to our students. This Covid catch up strategy intents to tackle the barriers to learning that the pandemic has created. In keeping with the school's 'Protected Cohorts' strategy, students who have a recognised barrier to their progress will receive additional support. The protected cohorts include; students in receipt of pupil premium, students with a special educational need, students who learn English as an additional language and students in local authority care. The next sections of this strategy identify the barriers to learning and how the school's strategy will account for those barriers.

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	Reading skills. Students' reading is below that of their maths. The impact of the lock down has made this more pronounced. Students enjoyment of reading and access to wider challenging texts is also a barrier.
B	Gaps in learning. While considerable efforts were made to ensure that students were given high quality provision at all times, there was a mixed experience. As a result there are gaps in learning across the curriculum.
C	Access to technology and learning technologies. Students use of technology is a barrier is they do not have access to devices and good digital literacy.
D	Articulating thinking. Students who have spent large amounts of time working remotely have lost the focus on discussion, debate and general oracy.
E	Cultural capital. Student has limited exposure to cultural capital.

ADDITIONAL BARRIERS	
External barriers:	
E	Access to online learning. Through the lockdown, several students were unable to access online learning due to lack of devices or lack of Wifi.
F	Wellbeing. Covid-19 has had an impact on student wellbeing and we need to address this through offering different support programmes in school.

Planned expenditure for current academic year

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?**
To establish an onsite assessment programme to identify gaps in learning **Barrier** – B **Year Groups** – All (MIDYIS for 7-9)	Through use of our academic and attitudinal data, we will be able to identify students who are at risk of underperformance or who are currently underperforming across subject areas. Students will also be assessed using the MIDYIS Assessment package to identify areas of need.	MIDYIS are a well renowned and provenprovider with research based and evidence based impact projects thattarget closing the gap for disadvantaged learners. Through ongoing assessment we can identify students' areas of need and then implement appropriate interventions for students, both in the class and via withdrawal interventions.	- Ensure curriculum leaders in English, Mathsand Science have full access to programme and provide training for their teams. - Use of exams officers to develop on site programme in conjunction with RHa/MAb. - Ensure impact / process is embedded into department Grid Bs and LABS.	TQU	Half termly in keeping with the assessment cycle DHI / AMI TLR costs MIDYIS cost

To establish a Period Six timetable to support Year Ten and Eleven students. **Barriers** – B **Year Groups** – Year 11.	Through use of internal data, we will be able to identify students who are at risk of underperformance or currently underperforming. Looking at the data after each data drop will allow us to see the progress which has been made.	With the 'lost learning' during lockdown, we will be providing dedicated period six lessons where students can catch up on key concepts.	- Students to be identified through internal data after each data drop. - RDH to timetable period six. - Data to be analysed after each data drop to ascertain whether progress has been made.	TQU	Half termly in keeping with the assessment cycle. <mark>Staffing cost</mark>
				Total budgeted cost:	

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?**
To implement new reading and phonics programmes (LEXIS, NGRT, Thinking Reading) for identified students who are significantly below their reading age. **Barriers** – A/B/C/D **Year Groups** – 7-11	All students on the programme will make at least six months progress with their reading as evidenced by the regular testing of reading ages.	EEF guidance shows that it is a promising project with at least four months progress. Our own use of phonics has shown a positive impact with 73% of students, prior to lockdown, returning to mainstream	- We have development days from Thinking Reading where the trainer analyses our work/plans and gives feedback. - SSI is a trained Thinking Reading Leader and can support others delivering the programme through observation and coaching. - Students will be baselined at the start of the programme and then at regular intervals to ascertain progress.	MSH	Half termly for the programmes with their leads and also in keeping with school assessment cycles. ==Lexia, RDW cost, NGRT==

To provide subsidised 1:1 tuition from National Tutoring Programme **Barriers** – C/D **Year Groups** – Years 10 and 11	100% of students who have been selected for the programme will make progress as evidenced by data drops. Year Eleven students will achieve their target grades at GCSE. 47 students will be receiving 1:1 tuition for a 10 week course in English. 30 will receive tuition in Spanish for the academic year.	EEF guidance states that one to one to one tuition can have an impact of five months on a student's progress. We can offer subsidised tuition to students who are at most need, according to our internal data.	- Students identified through internal data and liaison with team leaders and subject coordinators. - Progress with tuition to be tracked. - Data drops will show evidence of progress.	TQU > NHA	Added as a separate item within the school assessment cycles. ==On cost for mary ann and magdalena==

To provide additional support for the attendance team to ensure that students' attendance is not a barrier to learning. **Barriers** - F **Year Group** – All years	Over all school attendance is higher than 94%. Targeted students receive additional support and family liaison.	DfE research shows that students whose attendance is below 95% achieve on average a grade lower than those with 100% attendance.	- An internal appointment of an attendance support worker who has a good record. - Close monitoring by the attendance office and PDBA team (DHT).	LHA	In keeping with attendance monitoring cycle ==Sam cost – invig hours 5 per day==
To use the PSHE programme as a means to support social, emotional and mental health. **Barriers** –E / F **Year Group** – All years	All students meet the intended outcomes of the PSHE programme, as measured by their termly PSHE tests and their student voice feedback.	EEF guidance states that social/emotional learning can have an impact of four months progress. Through the PSHE programme, we conducted last academic year, we are seeing students making huge gains in terms of the profiling and also in other aspects of school life.	- Appointment of a PSHE co-ordinator - Allocation of responsibility of monitoring to HoYs. - Introduction of key assessment points in PSHE - Introduction of student surveys	LHA, ESA	Half termly monitoring by DHT, HOY Termly analysis of progress data ==ESA bursary and time==

To support students to address gaps in learning through targeted revision during school holidays. **Barriers: A / B / D** **Year Group** – Year Eleven	Identified students will be on track to achieve their targets as evidenced by our internal assessment data and the GCSE examination results.	Due to the fact that Year 10 lost over six months of learning because of Covid-19, this intervention will support students with curriculum coverage, knowledge and understanding. Students will become more confident with their subject knowledge and this will be evidenced through data.	- CLs and ALs to identify students who would benefit from the revision sessions. - Timetable of revision sessions to be created. - Data from subsequent data drops to be analysed to ascertain whether progress has been made.	TQU > NHA, DHI, CLs	In keeping with assessment cycles Saturday costs
				Total budgeted cost:	

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?**
To provide Revision Guides for Year Eleven. Ensure all students have access to paper revision resources and have a sense of ownership. **Barriers** – A/B **Year Group** – Year Eleven	Students become more confident with independent study. Additionally, they allow students to catch up on any 'missed' content. Students will feel more motivated and engaged within lessons.	Revision Guides allow students to have material in an easy to use format. Additionally, if there is a regional or a national lockdown due to Covid-19, students will feel that they are not missing vital learning as they have the materials at home. Departments can also use lesson time to highlight how to use revision guides effectively.	- Roll out strategy to take place. - Departments to adapt their planning and delivery of lessons to utilise revision guides within their work. - Tutorial programmes for Year 10 will highlight the importance of revision guides and how to use them.	NMO / NHA	Half Termly ==Revision guides==
To provide Revision Guides for Year Ten. Ensure all students have access to paper revision resources and have a sense of ownership. **Barriers** –A/B **Year Group** – Year Ten	Students become more confident with independent study. Additionally, they allow students to catch up on any 'missed' content. Students will feel more motivated and engaged within lessons.	Revision Guides allow students to have material in an easy to use format. Additionally, if there is a regional or a national lockdown due to Covid-19, students will feel that they are not missing vital learning as they have the materials at home. Departments can also use lesson time to highlight how to use revision guides effectively.	- Roll out strategy to take place. - Departments to adapt their planning and delivery of lessons to utilise revision guides within their work. - Tutorial programmes for Year 11 will highlight the importance of revision guides and how to use them.	NMO / NHA	Half Termly ==Revision guides==

To provide access to on line learning resources laptops for students who have no access to digital devices at home. **Barriers** – C/E **Year Groups** – Year Ten and Year Eleven	Through the Covid-19 lockdown, it became apparent that several students did not have the ICT access in terms of devices and WiFi. This immediately disadvantages students from accessing online learning etc. Funding for on line learning resources will help ensure that our most disadvantaged students have ICT access and do not fall further behind.	EEF report on Covid-19 highlights that as 'all pupils return to schools, technology could also be valuable; for example, by facilitating access to online tuition or support. Some schools might find it helpful to invest in additional technology, either by providing pupils with devices or improving the facilities available in school'.	- Students identified for laptop use in the event of self isolation or local/national lockdown. - ICT delivered to students. - Laptops returned when self isolation/lockdown finishes. - Packages for learning purchased	AOx	Termly report – April 2021 and July 2021 £4475
				Total budgeted cost:	

ADDITIONAL INFORMATION
None