

# COVID Catch-up Premium Report

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## COVID catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	890	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£72,500		

STRATEGY STATEMENT
<p>The Westleigh School COVID Catch Up Premium plans to readdress the knowledge gaps that have started to develop across the curriculum, and with all year groups. As part of the process we have looked extensively into current research, heavily guided by the latest EEF research to ensure plans are deployed with maximum impact.</p> <p>All staff at The Westleigh School are committed to ensuring that partial closures have an minimal impact on the learners of our students.</p> <p>The strategy contained within this document will ensure all learners are able to access provision in line with the school's curriculum intentions, for all year groups.</p>

## Barriers to learning

### BARRIERS TO FUTURE ATTAINMENT

#### Academic barriers:

A	Development of knowledge gaps as a result of COVID 19.
B	Lack of access to technology for some students
C	Ensuring SEND learners are making, social, emotional and academic progress as a result of national lockdown.
D	The lack of resources at home for some students to engage with 'traditional' learning methods.

### ADDITIONAL BARRIERS

#### External barriers:

D	Possibility of future lockdowns and the requirement to move to remote education.
E	Ability to run parents' evenings for all subjects in line with COVID guidance.
F	Parental engagement levels during 'virtual meetings'



## Planned expenditure for current academic year

Teaching and Whole School		
Year Group	Actions	Intended Impact
All years	<ul style="list-style-type: none"> <li>Curriculum is restructured to ensure long term plans have been amended to recover term 3 content.</li> </ul>	<p>The curriculum is amended so knowledge and skills are developed over the academic year. The spiraling of the curriculum ensures that content is woven into the long term plans, therefore recovering curriculum content.</p> <p><b><i>Outcomes for all years at the end of DC3 will show a greater percentage of students on/above target then compared to previous years.</i></b></p>
All years	<ul style="list-style-type: none"> <li>Online learning packages purchased that link to the school curriculum and long-term planning</li> </ul>	<p>Students are able to engage with high quality resources when working from home. These resources allow for students to engage with the curriculum when isolating due to COVID 19 or for home- based learning to recover learning as a result of the national lockdown.</p> <p><b><i>Outcomes for all years at the end of DC3 will show a greater percentage of students on/above target then compared to previous years.</i></b></p>
All years	<ul style="list-style-type: none"> <li>Targeted literacy development is woven into department plans.</li> </ul>	<p>Each subject ensures high quality literacy provision is in place within each faculty area and will support with the literacy gaps that have developed as a result of the national lockdown.</p> <p><b><i>Outcomes for all years at the end of DC3 will show a greater percentage of students on/above target then compared to previous years.</i></b></p>
All years	<ul style="list-style-type: none"> <li>CPD focusses on department specific QfT strategies</li> </ul>	<p>Faculties engage with high quality CPD provided through awarding bodies are other organizations that ensure pedagogical practice is refreshed to meet the needs of teaching during COVID 19. As a result learners are not educationally disadvantaged due to examination changes or changes in the operational structures deployed to meet COVID secure standards.</p> <p><b><i>Outcomes for all years at the end of DC3 will show a greater percentage of students on/above target then compared to previous years.</i></b></p>



All years	<ul style="list-style-type: none"> <li>• CPD training provided for Google Classroom</li> </ul>	<p>CPD is deployed to ensure staff are able to provide high quality teaching and learning when students are working remotely.</p> <p><b>Outcomes for all years at the end of DC3 will show a greater percentage of students on/above target then compared to previous years.</b></p>
KS3/KS4	<ul style="list-style-type: none"> <li>• Support with accessing the curriculum off-site – art packs with printed resources</li> </ul>	<p>Packs will allow students to access the curriculum using specific materials and resources that could not be provided online.</p> <p><b>Outcomes for all years in art, at the end of DC3 will show a greater percentage of students on/above target then compared to previous years.</b></p>
KS3/KS4	<ul style="list-style-type: none"> <li>• Support with engaging with maths curriculum – scientific calculator for disadvantaged students.</li> </ul>	<p>Scientific calculators will ensure students have the ability to engage with remote learning activities fully without experiencing further barriers.</p> <p><b>Outcomes for all years in maths, at the end of DC3 will show a greater percentage of students on/above target then compared to previous years.</b></p>
All years	<ul style="list-style-type: none"> <li>• TA laptops for all TAs</li> </ul>	<p>Laptops for teaching assistants will ensure SEND learners receive 1:1 or group intervention whilst working remotely.</p> <p><b>SEND learners will be able to access the curriculum and as a result will be on track in all subject areas by the end of DC3.</b></p>
All years	<ul style="list-style-type: none"> <li>• Parent Evenings Headphones</li> </ul>	<p>Headphones will enable staff to provide feedback to parents as part of virtual parents evenings, whilst maintaining privacy. The headphones will also be used by teachers when delivering remote education ensuring a higher quality experience is provided to students.</p> <p><b>Virtual parents evenings will take place throughout the year. Levels of parental engagement will match that of events occurring pre-COVID.</b></p>
All years	<ul style="list-style-type: none"> <li>• Printed resource packs and resources to support with curriculum areas</li> </ul>	<p>Packs will allow students to access the curriculum using specific materials and resources. This will ensure those who are unable to access online resources can continue to study their curriculum.</p> <p><b>Outcomes for all years, at the end of DC3 will show a greater percentage of students on/above target then compared to previous years.</b></p>

		<b>Total budgeted cost:</b>	£24,900
<b>Targeted Intervention</b>			
<b>Year Group</b>	<b>Actions</b>	<b>Intended Impact</b>	
7	<ul style="list-style-type: none"> <li>Paired reading implemented within Year 7</li> </ul>	<p>Students have experienced a gap in education and failed to complete their primary education. Baseline assessment undertaken at the start of term indicates significant gaps between students' reading age and chronological ages.</p> <p><b>90% of students to have an average SGP by STAR test 3.</b></p>	
8, 9	<ul style="list-style-type: none"> <li>Year 8 and Year 9 literacy withdrawal undertaken as part of English curriculum.</li> </ul>	<p>For those students who are behind their peers in English, targeted intervention is deployed to ensure students are on track by the end of the academic year.</p> <p><b>Outcomes for all years, at the end of DC3 will show a greater percentage of students on/above target than compared to previous years in year 8, 9</b></p>	
7	<ul style="list-style-type: none"> <li>Support for those in Year 7 below the expected standard across English and maths (using CAT data and teacher feedback).</li> </ul>	<p>Students have experienced a gap in education and failed to complete their primary education, as a result, those students who are behind in English and maths require support to ensure they make accelerated progress.</p> <p><b>Those below the expected standard in English and Maths at the start of year 7 will be on track at the end of year 7.</b></p>	
8, 9, 10	<ul style="list-style-type: none"> <li>Maths, and science intervention in year 8, 9 and 10.</li> </ul>	<p>For those students who are behind their peers in maths and science, targeted intervention is deployed to ensure students are on track by the end of the academic year.</p> <p><b>Outcomes for all years, at the end of DC3 will show a greater percentage of students on/above target than compared to previous years in year 8, 9 and 10.</b></p>	



11	<ul style="list-style-type: none"> <li>Period 6 intervention to take place after school for year 11 students.</li> </ul>	<p>Resources and refreshments are provided for year 11 students to support with engagement at period 6 intervention sessions.</p> <p><b>Attendance at period 6 shows at least 70% engagement.</b></p> <p><b>DC analysis indicates outcomes are on track to surpass those of the class of 2020.</b></p>
		<p><b>Total budgeted cost:</b> £33100</p>
<h2 style="color: red;">Wider Interventions</h2>		
Year Group	Actions	Intended Impact
All years	<ul style="list-style-type: none"> <li>Provide on-going technical support to parents to ensure all able to access Google Classrooms.</li> </ul>	<p><b>Parent and students survey indicate all can access google classrooms to complete home learning.</b></p>
All years	<ul style="list-style-type: none"> <li>Ensure effective home school communication is deployed. (Pastoral calls, reporting)</li> </ul>	<p>Effective home school communication is vital for school to accelerate progress as a result of COVID19.</p> <p><b>Parent voice indicates all parents are regularly informed about their child's progress.</b></p>
All years	<ul style="list-style-type: none"> <li>Invest in a Parents Evening system</li> </ul>	<p>A virtual parents evening will ensure parents can actively engage with school and support their child to make greater progress throughout the academic year.</p> <p><b>Virtual parents evenings will take place throughout the year. Levels of parental engagement will match that of events occurring pre-COVID.</b></p>
		<p><b>Total budgeted cost:</b> £14500</p>