



# COVID-19 catch-up premium report 2020-2021

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

SUMMARY INFORMATION			
Total number of pupils:	1173	Amount of catch-up premium received per pupil:	£80 (based on 886 students)
Total catch-up premium budget:	£71760 £27971 rolled over into 21/22		

### STRATEGY STATEMENT

Dane Court's Covid catch-up premium strategy focussed on three key areas:

Teaching catch up that could be primarily employed within the classroom, wider strategies to impact on the academic progress of our students and targeted wellbeing and emotional support strategies:

- Our academic catch-up priorities were school wide within the classroom context with additional academic support given to key year groups i.e. Year 11 and 13
- KS3 students were the focus of a drive to support their mental health, wellbeing and physical fitness plus enhancing social skills that needed work post lockdown
- The core approaches to academic catch up focussed on the DC6 and how quality first teaching face to face could mitigate the impact of missed learning.
- The overall aims of Dane Court's catch-up premium strategy were:
  - To reduce the attainment gap between our disadvantaged pupils and their peers
  - To raise the attainment of all pupils to close the gap created by COVID-19-related school closures
  - To support students with their emotional resilience and well being

# Barriers to learning

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	Impact of pandemic learning on Literacy and Numeracy
B	Attendance to and engagement with remote learning in general
C	Stakeholder engagement

ADDITIONAL BARRIERS	
External barriers:	
D	Home learning environment
E	Mental health issues and resilience
F	

# 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?
<ul style="list-style-type: none"> <li>DC6 embedded in classroom practice: <b>challenge for all, high quality talk, practice, feedback, support for learning, recall &amp; review</b></li> <li>DC6 focus within each department</li> <li>CPD focused on DC6:</li> <li>Comparative Judgement project with Year 7s</li> <li>Subject knowledge department based CPD focus</li> <li>Whole-school reading strategy'</li> <li>Google Classroom as a main focus for posting resources and setting homework or in blended practice</li> <li>Development of screencast and of live streaming elements of lessons</li> <li>Strategic deployment of TAs – English &amp; Maths specialists.</li> <li>Strategic deployment of TAs with QFT-coded students</li> <li>Academic learning mentor employed</li> <li>Increased hours for specialist language support</li> </ul>	Enhanced progress in all students, incl. SEND and PP	Current pedagogical theory	Walkthroughs, book scrutinies, line management meetings, lesson observations, contributions to CPD	SLT	2021-22
	Reliability of assessment and student outcomes Enhanced literacy skills	Trial process and current educational thinking Daisy Christodoulou	Engagement with a small trial group and subsequent evaluation. Focus on English department with full training	SLT plus EC and SJJ	2021-22
	As above	EEF guidance	Whole school approach including in mentoring time and monitoring by Literacy lead.	SLT, EJ	2021-22
	Student progress across all year groups	EEF	Monitoring by SLT and HoDs, student and parent feedback	SLT plus HoDs	2021-2022
	As above	EEF	Liaison between HoDs SENCO and SLT. Parental engagement and small group student intervention plus additional support of classroom teachers	SLT, HoDs, SENCO, PSO	2021-2022

teachers					
<ul style="list-style-type: none"> <li>Retention of year 11 students till 18th of June</li> </ul>	<p>Additional support given to sts. who were not meeting MTGs in MFL as a result of remote learning</p> <p>Preparation for post 16 studies and segue into sixth form life</p>	EEF	<p>MFL dept. to select and monitor key sts. in small group intervention</p> <p>Attendance by Year 11 and strategically chosen taster sessions</p>	<p>AR, BVB, SLT</p> <p>HoDs SLT</p>	
Total budgeted cost:					<p>£20266</p> <p>(£19627</p> <p>2021-22)</p>
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?
Small group academic interventions: themed and subject approach Year 13, 11, 10 during period 6 (extra lesson after school)	Enhanced progress if under MTGs or boundary leapers	Myatt and Sherrington research EEF DFE	Plans and registers submitted, audits pre and post delivery	RR	2021-22
Total budgeted cost:					£6681

Other approaches					
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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?
<ul style="list-style-type: none"> <li>• After school wellbeing and fitness classes</li> <li>• Resume DoE Award</li> <li>• Extended mentoring sessions – and reconfigured behaviour policy and appropriate sanction system in place</li> <li>• Effective monitoring of students through the newly introduced online Safeguard package</li> <li>• Increased accessibility to school counsellor</li> <li>• Increased technology for PP students – provision of Chromebooks</li> <li>• Provision of breakfast for PP students</li> </ul>	<p>Improved student wellbeing, positive approach to school and attendance</p> <p>Reintegration into school life and activities</p> <p>Increased metacognition skills and focussed behavioural policy</p> <p>Enhanced safeguarding information system and accessibility</p> <p>Enhanced access to well being support</p> <p>Avoidance of digital disadvantage and ensuring access for remote learning</p>	EEF , DfE guidance	<p>Tracking in class participation and qualitative discussion</p> <p>Planned in accordance with D of E guidance. Feedback</p> <p>SLT overview. Joint planning. Feedback from mentors and students</p> <p>DSLs, AI whole staff training</p> <p>Expanding current trusted provision</p> <p>Central coordination and contact with parents. registers of access to lessons</p>	<p>RR, GB</p> <p>AMW, JW</p> <p>IW and Year leads, plus mentors</p> <p>DSLs</p> <p>SLT and AI</p> <p>RR</p>	2021-22

<ul style="list-style-type: none"> <li>Enhanced parental engagement: weekly parent newsletter; remote parents' evening; remote open evenings</li> <li>Fully stocked classrooms to enhance bubble teaching</li> </ul>	<p>Enhanced attendance and concentration on learning</p> <p>Increased parental engagement and resources provided</p> <p>To allow lessons to continue as normally as possible in unfamiliar room.</p>		<p>Central electronic system recording uptake</p> <p>Feedback from parents and staff</p> <p>Lesson observations and student engagement</p>	<p>SLT, finance</p> <p>RR</p> <p>HoDs and SLT</p>	
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<p>Total budgeted cost:</p>	<p>£16842 (£8344 2021-22)</p>
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