COVID catch-up premium report

COVID catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	897	Amount of catch-up premium received per pupil:	£32.70
Total catch-up premium budget:	£27,800		

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STRATEGY STATEMENT

The catch-up priorities of the school sit within the identified priorities of the School Development Plan and extend the work done in these areas. The priority areas are:

- Quality First Teaching
- Raising attainment in Maths

The school intends to ensure that the attainment gap between disadvantaged students and their peers is reduced and that the attainment of all students is raised to close the gaps created by the impact of COVID-19 and school closures.

In order to do this the school has employed the following strategies:

- Increase time available to staff to maximise impact in all lessons
- Work with the National Tutoring Programme to target students for intervention
- Create capacity for teachers to run meaningful interventions
- Develop assessment strategies to effectively support pupil progress
- Create a recovery curriculum in all subject areas

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	'School closures are likely to reverse progress made to close the gap in the last decade since 2011'. EEF - Impact of school closures on the attainment gap: Rapid Evidence Assessment (June 2020). Using the experiences of both the pastoral and teaching staff, we must ensure that the CWC is accurate and updated regularly. The right students need to be targeted at the right moments to ensure that gaps are identified and closed quickly for our PP students.
B	Lost learning time will have had an impact on SEND students. The work done by the SEND team to support the differentiation of resources and explanation of tasks to enable these students to access this work was invaluable. Now the focus must shift to identifying the needs of these students and promoting a return to good learning habits so as to increase progress and independence.
C	Pastoral support will be key to helping some of our students return to school routines and procedures. This will be essential to assist this students in maximizing their learning time and restarting their progress. The school has used external coaching in this area to bolster provision and ensure it is effective.
D	The impact of teaching through the pandemic on teachers is, as yet, unmeasured. Ensuring that staff are supported will be vital to retaining and, where needed, recruiting the very best staff at Todmorden High School so as to continue to provide an ambitious curriculum.
E	Mid prior attainment students have been identified as the least likely to engage in remote learning by the EEF. This group must also be tracked closely by departments and the SLPT to ensure that they make progress in line with their peers. Discussions at UP meetings will address this cohort.

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ADDITIONAL BARRIERS	
External barriers:	
F	During the pandemic, the school did everything in its power to act within the value of care and to ensure that students had access to the correct ICT equipment to enable them to access the lessons. This provision faced delays as the equipment was not arriving fast enough. Compounding this is the fact that PP students often have more limited ICT skills than their peers due to reduced access to ICT in the home. This makes accessing remote learning more of a challenge for this group.
G	Attendance of students is still affected by COVID–19 and the ongoing directive to isolate. The ongoing nature of self isolation has led to some students being out of school for longer than their peers. The best efforts of the school are going in to ensuring that online provision is ambitious and in line with classroom provision, but there is no substitute for the teacher.
H	Ambitious careers guidance will be vital for the most disadvantaged students as the statistics suggest that they are the most likely to not be in education, employment or training after their education is completed. They are also more likely to live in poverty as adults.

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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?
Fund Evidence Based Education Assessment Course to improve assessment provision across the school in line with SDP priorities.	**Intended outcome:** Increase understanding of accurate assessment Increase effectiveness of feedback to close gaps **Success criteria:** A good understanding of assessment and how to use it. Reformed assessment practice in departments.	**EEF - Covid-19 support guide for schools, Sept 2020** 'Subject specific assessments might be used to identify particular areas where pupils have forgotten or misunderstood key concepts, to ensure that new material being covered builds on secure foundations'.	Fund the Assessment Lead course for members of SLT (Q of E team) and certain Heads of Department. Fund the Assessment Essentials Course for teaching staff.	AMA CVO	Ongoing

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| Increase time available to staff to maximise impact in all lessons | **Intended outcome:** Teachers given time to rework curriculum plans to address learning gaps created by COVID-19

Coaching will be facilitated to ensure the continual development of classroom practice.

Success criteria: Happy and productive staff able to drive forward the quality of Learning and Teaching delivered in classrooms.

Well planned and sequenced curricula which will be quality assured through Line Management and UP meetings. | **EEF - Covid-19 support guide for schools** 'For many pupils, compensating for the negative impact of school closures will require a sustained response. It is highly unlikely that one single approach will be enough'.

EEF – The EEF Guide to Supporting School Planning – A Tiered Approach to 2020-21 'Expert teachers develop a broad array of teaching strategies that, combined with subject knowledge and knowledge of their pupils, positively impact upon learning'.

Chartered College of Teaching – Catch up and recovery approaches, June 2020 'Ensuring our staff have a manageable workload is a priority. They need to be able to teach'. | Heads of Subject will work with their teams to identify content that can be removed and content that needs to be revisited. This will be planned out to ensure that all areas are covered. This may be content or skills based. Heads of Subject will then work with line managers to ensure this plan is appropriate and effective.

Timetable constructed in a way that makes coaching possible and practical. Staff trained in coaching methods.

Support staff employed to reduce the work load of staff on day-to-day preparation. | Heads of Subject

SLT line mangers | Data Collection points and Learning Walks/Work Scrutiny. |

Ensure staff are retained and good quality appointments are made and access is given to high quality CPD.	**Intended outcome:** Motivated staff who are invested in the values of Todmorden High School. These staff are able to refine their craft and ensure the continue to support our students academically and pastorally. **Success criteria:** High quality CPD, subject specific CPD tailored to ensuring that gaps are closed and teaching is as efficient and impactful as possible.	**DfE Teacher Recruitment and Retention Strategy, January 2019** 'Every day, teachers get the chance to inspire children and young people, shaping thousands of lives. But … we need to attract even more people into the profession, and then make sure they are supported to not just stay, but to thrive'. **EEF – The EEF Guide to Supporting School Planning – A Tiered Approach to 2020-21** 'We know from the best available evidence that the most powerful tool we have to combat educational inequality is to support great teaching in every classroom'.	Quality of Education meetings to monitor provision across the school. Department CPD planned out and organised to address individual needs of departments. This will sit alongside whole school CPD centered around the idea of practise makes permanent. Staff voice taken to measure the impact of new ideas and policies. Staff news used to reduce meeting time and reduce email traffic.	All SLT	Ongoing

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Support Early Careers Teachers to catch up on lost time during their training and NQT year.	**Intended outcome:** Confident teachers in the classroom who feel able to cope with the demands of face to face teaching as well as the increased demand of remote learning. **Success criteria:** Retention of well qualified staff who are well versed in cutting edge strategies and research behind teaching.	**EEF – The EEF Guide to Supporting School Planning – A Tiered Approach to 2020-21** 'We must ensure that every teacher is supported and prepared for the new year'.	All NQTs and PGCE students have a dedicated mentor who they meet weekly. Bespoke CPD for early career teachers led by the Professional Mentor. Moving to working with Ambition Institute as a provider for the ECT. This will ensure the ECTs have access to a wide network.	CVO	Ongoing

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| Increase the effectiveness of home learning | **Intended outcome:** Students take ownership of their own learning and address gaps in their knowledge. Staff set purposeful home learning activities that support students in making good progress.
Success criteria: Students are able to access the whole curriculum and are proactive in addressing gaps. | **EEF - Homework (Secondary) \| Toolkit Strand**
'The impact of homework, on average, is five months' additional progress.' | All staff and students will receive training on how to access the online platforms and make the best use of the resources available.

Department CPD time can be used to plan out strategic home learning activities and ensure that all students have access.

Learning managers will support the completion of home learning by identifying and intervening with students.

Regular catch up meetings will be held with the online platforms to monitor usage and discuss best practice. | CVO
SPA | Ongoing |
| | | | | | £20,000 |

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Strengthen our pastoral team with the appointment of an Alternative Provision lead.	**Intended outcome:** Confident students who are able to access the work in the classroom and act in line with the school values of ARCH. **Success Criteria:** Students who have found the return to the classroom difficult will be supported achieving.	**DfE guidance for full opening of schools** 'Adverse experiences or lack of routines of regular attendance … may contribute to disengagement with education upon return to school, resulting in increased incidence of poor behavior'.	Students working in this Alternate provision will see success in the classroom and behavior incidents will reduce. Academic achievement of these students will increase.	GEC	Ongoing
				Total budgeted cost:	£5,000

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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?
Work with the National Tutoring Programme to target students for intervention	**Intended outcome:** Students working with an NTP tutor are able to use this additional tutor time/small group learning to 'catch up'. **Success criteria:** Analysis of NTP engagement data and mini assessment outcomes show that tutoring is high impact.	**EEF - Covid-19 support guide for schools, Sept 2020** 'There is extensive evidence supporting the impact of high-quality one-to-one and small group tuition as a catch-up strategy'.	Clear timetable and selection of students in key areas. ATL grades used in conjunction with attainment to ascertain which students should be targeted. Department heads fully involved in the selection process.	ANA ZKE	Student voice review points. Data Collection.

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To further develop the whole school literacy package so that lost literacy skills are recovered and chances to focus on literacy exist at whole school level, tutor group level, classroom level and student level. Utilise the No More Marking platform to ensure accuracy of marking and increase the quality of feedback.	**Intended outcome:** Students gain confidence in their writing and reading for a variety of purposes. Students have the necessary skills to engage in disciplinary literacy across the curriculum. **Success criteria:** Literacy gains in the quality of written work produced by students. Increased accuracy of marking and greater impact of class feedback.	**EEF - Covid-19 support guide for schools, Sept 2020** 'A particular focus for interventions is likely to be on literacy. For example, there is extensive evidence showing the long-term negative impact of beginning secondary school without secure literacy skills.'	Comparative judgement used as a baseline to assess the potential literacy deficit, focusing particularly on writing and vocabulary. Refinement of curriculum modelling to identify and address specific areas for development Students will progress and become more deliberate and purposeful in their writing.	NKE	Ongoing
				Total budgeted cost:	£1000
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?

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Additional emphasis on Mental Health support for students	Students are able to self-regulate and self-support in terms of their mental health. Students have increased access to specific mental health support via Calderdale OpenMinds network, and in particular educational mental health workers based at school.	Students report increased concerns with regard to mental health and the impact of the pandemic on this. Sessions on mental health awareness and self-help strategies can empower young people to take control of this aspect of their lives. Increased access to a wider range of mental health support services, including the new mental health practitioners, will enable us to support groups and individuals in securing better mental health for themselves through directed and targeted work, using proven strategies.	Seek student voice via in-school measures and the annual eHNA questionnaire completed by Y7 and Y10. This will allow us to see the impact of mental health education and address and emerging or persistent concerns in the student body. Regular liaison with mental health practitioners and the wider team available to us, and consideration of the capacity they afford us in meeting the needs of our young people.	MRW	Ongoing – SV sought at least termly.

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| Work closely with primary schools. | To support student with the transition between the Key Stage 2 and 3 curriculum we have undertaken a writing project with all students joining us in September. This project has been delivered by a primary specialist and has also given the opportunity for our English department staff to take part in the sessions as CPD to develop their understanding on the teaching of writing at Key stage 2. | Transition from Primary School has been affected by the ongoing COVID issues. The aim of this project is to; 1. Provide a piece of writing for each student that will be shared with class teachers so that they are able to hold students to account against the high expectations they work towards at primary school. This project also includes a unit of work that has been collaboratively planned with the primary schools and our English department to support transition for all elements of literacy. 2. Provide students with the opportunity to sit in a lesson at Todmorden High School, something that they would have missed due to the normal transition day moving to a virtual event. 3. Develop the understanding of our English department on how writing is taught at primary school so that we can better bridge the gap between students' KS2 and KS3 experience. | The project will see close collaboration between the English Department and a well respected Year 6 teacher. Quality assurance of the work completed will be carries out. This work will then be used as a starting point for Year 7 in Sept 2021, this will reduce the slip back that can be seen as part of transition. | GEC/NKE | SEPT 21 |

	Total budgeted cost:	£1000

ADDITIONAL INFORMATION

This catch up policy has been written with reference to the following internal information and evidence-based research:

- Analysis of attendance and student engagement records throughout lockdown
- DfE – Guidance for full opening of schools (Section 3)
- DfE – Catch up premium (November 2020)
- EEF - Covid-19 support guide for schools (Sept 2020)
- EEF - Best evidence on supporting students to learn remotely (Jan 2021)
- Chartered College of Teaching – Catch up and recovery approaches (June 2020)
- DfE – Review your remote education provision (January 2021)
- The EEF Guide to Supporting School Planning: A Tiered Approach to 2020-21
- National Tutoring Programme - Supporting schools to address the impact of Covid-19 closures on pupils' learning. – EEF (August 2020)
- Consultation with John Bowers, Todmorden High School School Improvement Partner

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