

# GWA COVID-19 catch-up premium report

The government COVID-19 catch-up premium has been established to mitigate the effects of the unique disruption caused by coronavirus. 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: [EEF COVID19 Schools Support Guide](#).



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	GWA has used the advice provided by the school's support guide to provide holistic catch-up support for our learners.
Targeted approaches	One to one and small group tuition Intervention programmes Extended school time	
Wider strategies	Supporting parents and carers Access to technology Summer support	

## **INTENT - The aims of our catch-up strategy are:**

- To reduce the attainment gap between disadvantaged students and their peers
- To raise the attainment of all pupils to close any gaps potentially caused by COVID19 school closures
- To support in school focus on raising the attainment of key cohorts, for example Boys and specific cohorts of SEND students

## **IMPLEMENTATION – We have implemented this in the following ways:**

Catch up priority groups at GWA were identified after each period of lockdown (2020/2021) through triangulation of the following data:

- i) *Attendance*
- ii) *Quality of submitted work and engagement with online learning*
- iii) *Attainment and progress data following school 'data-drops'*

In addition, we have used external assessment data (GL Assessment) to further identify groups of learners who may benefit from catch-up support, using the insights provided through the assessments to target specific aspects of learning (for example, grammar and punctuation in year 8 English students)

The table overleaf illustrates our specific strategies, their success criteria and associated spend

## **IMPACT – The catch-up premium has impacted learning in the following ways:**

Although it remains too early to measure the overall impact on student attainment, where possible, we have provided a summary of the impact of the catch up premium, as shown in the table overleaf

Strategy area	Specific strategy	Success criteria	Impact	Cost
Teaching Whole school strategies	<b>Purchase of software licenses designed to boost student performance:</b> To Improve knowledge and skills in literacy, the school has purchased Bedrock Learning and extended the integration of this tool into the KS3 English curriculum to boost the use of academic vocabulary. The use of Accelerated Reader to support the whole school reading strategy has been continued.	- Improved use of academic vocabulary (tracked by Bedrock) - Improved Reading Age (tracked by STAR tests)	- AR provides opportunity for targeted reading support and demonstrates increased reading age	£4209.42
Teaching Whole school assessment	<b>Purchase of GL Assessments (PT 12, 13, 14 series):</b> As a National Tutoring Partner school (NFER), we qualified for funded GL Assessments in Eng/Ma to help assess the impact of the NTP. We complemented this by purchasing GL Assessments in Science and in Eng/Ma for Y7 (not covered by NFER). This helped us to better identify areas where individual students/cohorts were not making expected progress.	- Precisely identify those not making expected progress and better indicate focus cohorts - Look more closely at attainment in specific aspects of core subjects	- New data dashboards feature finer analysis of student performance - GL Data reveals minimal impact of school closure on progress	£6376.95
Targeted approaches Academic support	<b>National Tutoring Programme:</b> Wave 1: students deemed most in need of Maths and English support following lockdown supported via the NTP, working in partnership with the Brilliant club - 44 students. 15x1hr sessions after school each week. Maximum 1:3 ratio, led by PhD students employed by The Brilliant Club (approved DfE provider).  Wave 2: students deemed most in need of Maths, English and Science support following internal assessment, this time working with TES Vision as the NTP partners (all qualified teachers). 31 students.	- Closing of attainment gap, especially of Boys and Pupil Premium - Increase in reported student confidence in these subject areas	- Y8+9 NTP students = 1.26 sub levels of progress (spring to summer) vs whole school average of 0.54. - 81% felt that they had learnt new strategies to tackle problems, 82% understood topics they had previously struggled with, and 71% felt more confident in the given subject.	£5781.75
Targeted approaches Academic support	<b>School led tutoring program:</b> We have chosen to utilize our well evolved extended day enrichment program from January 2022 to target specific cohorts of learners in the core subjects underperforming against target. Subject specialists will be employed to lead targeted catch-up sessions designed to boost key skills and augment areas of study in the curriculum.	- Closing of attainment gap - Increase in reported student confidence in these subject areas	Starting in January 2022	c.£5000
Targeted approaches Additional teaching staff	<b>Employing additional teaching staff in Maths and English:</b> We employed an additional Maths and English teacher, starting in September and October 2021 respectively. This enables us to reduce class sizes (for example, English have chosen to add an extra group in Year 10, Maths in Year 7) to target support, and utilize the skills of specialist staff by deploying them to effectively 'Team teach' and/or offer 1:1/small group support within lessons.	- Closing of attainment gap - Increase in reported student confidence in these subject areas	Review due in January 2022	£67.056
Wider strategies Targeted SEMH support	<b>SEMH support by qualified professional:</b> Provide Emotional and Wellbeing Support for targeted students, especially those in Y12/13. 5 hours per week 20 weeks = 100 hours. Recruitment needed.	- Students reporting more confidence in use of SEMH strategies - Improved progress as a result of better engagement from SEMH SEND students - Support for pastoral team	Starting in January 2022	c. £3000
Wider strategies Support For Families	<b>Support For Families guidance sessions:</b> 22 sessions led by experts across the school have been planned by the pastoral team to support parents to support their children in a post-COVID situation.	- Parents reporting confidence in strategies to support their children	Interim Review due Jan 2022	c. £500

