

Smithdon High School, Hunstanton

COVID Catch-Up Funding 2020/21

The Government are providing £650 million of universal catch-up premium funding, schools are being allocated on a per pupil basis with a total of £80 for each pupil in Reception to Year 11. Our school currently have **600 children on roll** and we receive **£48000** to support the catch-up for lost teaching over the period when schools were asked to close for the majority of children. Smithdon High School has used research from the Education Endowment Foundation (EEF) to produce an action plan of how the money will be spent.

Tier 1 – Teaching			
Strategy	EEF Supporting Evidence	Monitoring	Cost
<p>Quality first teaching, incl. supporting teachers and subject leads, through regular CPD sessions while reducing workload demands</p> <p>CPD including metacognition and cognitive science. Walkthru books purchased for each staff member.</p>	<p><i>In particular look at and develop the metacognition and self-regulation strategies. To support learning, how technology is used matters most. Providing support and guidance on how to use technology effectively is essential.</i></p> <p><i>Developing and sharing best practice in new remote learning approaches, following return to national lockdown.</i></p>	<p>Half-termly by the SLT,</p> <p>including using regularly updated shared best practice (locally and nationally), including published material</p>	£1.6K
<p>Delivery of the Trust KS3 Knowledge Rich Curriculum and production of supportive materials and resources, such as the Trust published Knowledge Organiser (KO) books.</p>	<p><i>Meta Cognition strategies within the curriculum</i></p> <p><i>Maintaining a well-planned and sequenced curriculum during and after periods of school closure</i></p>	<p>Use of published KO</p>	£5K
<p>High quality assessment and feedback, which includes live marking, retrieval quizzes, formative and summative assessment, trust monitored standardised assessments, additionally reducing workload demands for teachers</p>	<p><i>Feedback studies tend to show very high effects on learning. Feedback has effects across all age groups. Assessment can help teachers determine how to most effectively support their pupils.</i></p>	<p>QA processes (in-school and remote learning).</p>	-
<p>Provision of online and paper-based resources to support isolating students or students in the event of school closure, including to reduce the on-line screen time for students in the full lockdown.</p>	<p><i>Planning and providing transition support is likely to be an effective way to ensure pupils start the new year ready to learn.</i></p> <p><i>Ensuring continuity of curriculum and learning as seamlessly as possible so that remote learning reflects that in the classroom as closely as possible.</i></p>	<p>Ensuring relevant resources posted home to support learning and reduce screen time.</p>	£2K
<p>Look at ways to reward and recognise the achievements of all pupils and particularly disadvantaged and SEND.</p>	<p><i>Ensuring motivation of students, especially in the event of home learning.</i></p>	<p>SEND assessment</p>	£1K

Assistant heads to monitor outcomes across all of the Year groups and pupil groupings.		School QA	
Each subject has its own recovery strategy, which looks to identify gaps and close them in the course of the teaching of a particular unit.	<i>Feedback and assessment</i> <i>Focussed on new learning and addressing gaps when met along the way using cognitive approaches.</i>	Dept minutes Subject SoW	
Continue to develop resources to support Accelerated Reader	<i>Support Reading and Literacy</i>	Star testing and reading age data.	
Tier 2 – Targeted Academic Support			
Strategy	EEF Supporting Evidence	Monitoring	Cost
Redesign curriculum for KS4, including more lessons for Bucket 1 and 2 subjects, more groups for English and Maths	<i>Utilising and deploying staff more prudently across the curriculum</i>	Regular QA	£10k
Intervention sessions for core groups of pupils.	<i>Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Tuition in groups of two has a slightly higher impact than in groups of three, but a slightly lower impact than one to one tuition.</i> <i>Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact</i>	Outcomes from internal assessments.	£3K
Year 6 Summer School	<i>Summer school, with a strong academic component can improve academic performance by up to two months.</i>		NA
The use of Accelerated reader for Year 7 and Year 8. Amount of time allocated to reading in English has been doubled in Year 7.	<i>Comprehension reading approaches can add up to 6 months progress.</i>	KS3 Assessment outcomes and ongoing assessment from dept QA	NA
The provision of revision guides and core text and reading books for all students for use at home and to be used within teaching.		Dept minutes and Learning Walks Remote Learning QA	£4K
Saturday Maths which is One to One tutoring.	<i>Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average</i>	Internal assessments	£10K
Employment of tutors through the National Tutoring Programme. Initial focus on the drop in reading age identified during the lockdown	<i>A particular focus for interventions is likely to be on literacy and numeracy. Programmes are likely to have the greatest impact where they meet a specific need, such as oral language skills or aspects of reading.</i>	Progression checks on students involved after their ten week programme	£1.75K

Cover Supervisor used to support lessons when not used for cover; TAs have been trained in Maths to support students with SEND in the SEND area.	<i>Supports One to One tutoring and small group work, particularly with SEND pupils. TAs support Maths and English using well practised methods from the classroom.</i>		£2K
Tier 3 – Wider Strategies			
Strategy	EEF Supporting Evidence	Monitoring	Cost
Online lessons from isolating teachers, who Zoom into lessons. Students who are isolating can zoom in from home and continue to engage with the lessons.	<i>To support learning, how technology is used matters most. Providing support and guidance on how to use technology effectively is essential.</i>	Half-termly meetings with Pastoral Support and Headteacher	
Provide diaries for Year 11 students to support organisation	<i>Supports with organisation and getting used to daily structure again</i>	SLT every half-term (not introduced due to Lockdown Jan 2021 – will now be used to set up for Sept 2021)	£0.5K
Pastoral support, including mental health support and 1-2-1 mentoring			£2k
ELSE Training and support (mental Health)		SENDSCO to monitor	£1.5K
PSHE ASPIRE programme			£1K
Effective careers guidance offered – incl. futures programme, university links, speaker programme, etc.	<i>Careers guidance supported by a fully trained Careers Officer helps</i>		£1K
Encourage involvement in after school clubs and sport. Support for opportunities, such as DofE, STEM, arts development, etc.	<i>To improve socialisation, health and fitness and develop skills and talents outside of the regular curriculum</i>		
Increase the range and number of books in the library to encourage and facilitate greater reading.	<i>Supports literacy interventions such as Accelerated Reader.</i>	SLT every half-term	£2K