



SIR THOMAS BOTELEER

CHURCH OF ENGLAND HIGH SCHOOL

COVID-19 catch-up premium report

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION

Total number of pupils:	609	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£48,720		

STRATEGY STATEMENT

Our Catch-up Strategy at Sir Thomas Boteler Church of England High School has a holistic approach which includes all year groups and a broad range of subjects, all with equal importance. We have formed our plan based on guidance and research to ensure strong implementation of a knowledge rich curriculum adopting cognitive science strategies in an environment under-pinned by high expectations and high standards. All our school community is fully committed to ensuring that the partial school closures have a minimal effect on the students learning and well-being. We are determined that students will not be disadvantaged due to the pandemic. This strategy will make sure that every child, no matter their age or where they live, gets the education, opportunities and outcomes they deserve, by investing our time and funding on measures proven to be effective, particularly for those who are most disadvantaged.

Barriers to learning Planned expenditure for current academic year

Quality of teaching for all					
Action	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?	Cost
<p>Ambition Institute Transforming Teaching Programme – Cognitive Science informed approach to T&L</p> <p>School Assessment model – Key Piece/WA and RAP process (cumulative spaced retrieval = Investment sequencing)</p>	<ul style="list-style-type: none"> • DfE's catch-up premium guidance • EEF's COVID-19 support guide for schools 	<p>CPD was put in place to explain the rationale behind the concept of cognitive science.</p> <p>Examples of medium- and long-term plans were provided and additional plans were shared as good practice.</p> <p>Implementation of the curriculum will be assessed via our CPR plan.</p>	CK/JKO	Half Termly	£1000 CPD continuation at subject level
<p>Planning</p> <ul style="list-style-type: none"> • Curriculum planning • Specify the knowledge • Link the knowledge • Fragile learning/fluent learning • What is high priority knowledge? • Interleaving of old/new • Spaced retrieval/Investment sequencing 	<p>EEF Impact Toolkit used to ascertain which classroom strategies will have the most significant impact in allowing students to catch up.</p> <p>A consistent approach to address gaps in knowledge and skills has been developed across the school in both key stages which includes the use of the frequent, spaced retrieval practice activities to transform knowledge and skills into learning</p>	<p>Key Stage 4 curriculum plans have been reviewed as a result of changes to assessment arrangements in certain subjects.</p> <p>In subjects where the full specification content is still required to be covered, Heads of Department have modified their plans to ensure that all knowledge and skills are taught rigorously.</p>	CK/HOD	In-line with CPR SIC	No additional costs
<p>Delivery</p> <ul style="list-style-type: none"> • Make knowledge explicit (reteach) • Retrieval/Sequenced R5 • Explicit instruction and modelling • Incisive assessment: Adaptation • Feedback, RAP the GAP • Assessment/questioning 80% • KO (interleave). Supporting home learning 		<p>Implementation of the curriculum will be assessed via our CPR plan.</p>	CK/JKO/HOD	In-line with CPR SIC	No additional costs
Total budgeted cost:					£1000

Targeted support					
Action	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?	Cost
<ul style="list-style-type: none"> Year 11 form time Core P0 8:15am – 9:05am 	<p>Students receive a curriculum that takes into account the lost learning due to the partial school closure.</p> <p>Additional curriculum time outside of the school day is supported by: EEF's COVID-19 support guide for schools</p>	<p>English/Maths/Science/RE HODs plan a series of activities that will improve core skills and confidence in the subjects. These subject specialists switch tutor groups on a 3-week cycle to allow maximum curriculum coverage</p>	JKO/HOD Core	Half Termly	Teacher time
<ul style="list-style-type: none"> Period 6 3:10pm-4pm Tue-Fri (Option subjects) 	<p>Additional curriculum time outside of the school day is supported by: EEF's COVID-19 support guide for schools</p>	<p>Humanities/Languages/Foundation subject HODs plan a series of activities that will improve core skills and confidence in the subjects. This provided 40% more curriculum time each fortnight.</p>	JKO/HOD	Half Termly	Teacher time
<p>National Tutoring Programme Jan 2021 (Subject curriculum time). Tuition guided by STB, linked to curriculum where students benefit most from additional feedback/practice</p>	<p>Students identified as requiring tuition in E/M/S from WA1/PPEs. Y11 tuition will take place during P0 Tue-Thu. Students from other year groups will receive tuition at the same time as their lesson is scheduled. Tutors will deliver an aligned curriculum for the session/s. Students receive academic support to increase their confidence now that they have returned to school. Small group tuition is supported by: EEF's COVID-19 support guide for schools</p>	<p>All plans are submitted to JKO for checking prior to any implementation. HODs will provide suitable work for tuition and JKO/CKI will QA the deliver</p> <p>Research reviewed to help SLT decide:</p> <ul style="list-style-type: none"> • How to identify students for catch-up tuition. • When the tuition should be delivered. • Group sizes for tuition. • Who should deliver the tuition. • How long each tuition session should be delivered for. 	JKO	Fortnightly	£12,000

National Academic mentoring programme	<p>Students who have been identified as requiring tuition, receive academic support to increase their confidence now that they have returned to school. Small group tuition is supported by: EEF's COVID-19 support guide for schools</p> <p>Support can be provided in lessons and also for tuition outside of the classroom.</p>	SLT to meet with the TeachFirst representative to gain an understanding of the provision and submit preferred subjects. Initial request is for a Maths specialist (Term 6)	JKO/HOD	Fortnightly	£6,000
TTRAT – Oral language skills. Regular and sustained.	Vocabulary/reading is a huge access barrier to accessing the full curriculum. Vocabulary for many students has regressed due to school closures.	Key vocabulary shared as a school focus identified in day to day lessons. Visible in learning walks and tracked in CPR process.	JWO	Half termly	£500
BSB – Social and emotional	Students with social and emotional need benefit from short term extraction to address deeper rooted issues. Focus is always on returning to the classroom to prevent curriculum narrowing. Focus on identifying knowledge gaps and filling/plugging.	Strict criteria for entry. Focus is on filling gaps in learning and building student confidence and resilience to return to mainstream classroom. Focus students discussed and performance monitored in LM meeting.	EDO/JLE	Half Termly	£500
Re-allocation of L3 Teaching Assistant time to support morning sessions (previously Y7 Catch-up)	Previously part of the Y7 catch-up programme. Students benefit from small group tuition support to increase numeracy/literacy.	Software tracks and analyses students improved proficiency in reading/spelling/numeracy	AHA	Half Termly	£1500
Docs Plus Software	Students with specific need are entitled to access arrangements in the form of a reader. Studies show this can also act as a barrier due to lack of independence/self-esteem. Doc plus software gives the benefits of a reader but without the presence of a MOS assigned to a student.	Launched with KS3 students in WA assessments and KS4 internal assessments to ensure students and support staff are fully confident and familiar with the operating procedures before using in external assessments.	AHA	After each assessment round	£3150

Re-allocation of L2 Teaching assistant time to support with morning sessions (previously Y7 Catch-up)	Previously part of the Y7 catch-up programme. Students benefit from small group tuition support to increase numeracy/literacy.	Tracking attendance and punctuality of students to ensure they gain full benefit of complete sessions/structure	AHA	Half Termly	£756
Reading Plus (previously Y7 Catch-up)	A proven strategy to improve students reading age and confidence/proficiency in reading.	Student performance measured by the software. Students have allocated regular time slots.	JCO	Fortnightly	£1366
Saturday/Sunday Tuition (Y10/Y9 focus June 2022)	Evidence shows that component knowledge has to be secure to prevent cumulative dysfluency across the curriculum. Diagnostic fragile component knowledge identified from planned assessments.	Performance in EOY exam/in-class assessments compared to baseline assessment performance of peers. KP/WA1 assessments in Oct 2021	JKO	After each 4-week cycle	£3100
Total budgeted cost:				£25752	

Other approaches					
Action	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?	Cost
<ul style="list-style-type: none"> Additional resources (books) with support and guidance for home learning 			JKO/HOD	After each assessment point	£2000
<ul style="list-style-type: none"> CAT4 Tests – triangulating data received from Primary schools. Identifying underlying need/ability 	GL assessments are well regarded as quality assessments to identify students academic potential and areas of need/vulnerability.	In the absence of validated SATs due to school closures, CAT data was used to support KS2 TA to set student targets (FFT 20) and assist in the setting process.	JKO	Reviewed October 2020	£2472

<ul style="list-style-type: none"> Supporting parents and carers – clear lines of communication between school and home (regular supportive communication) School Cloud 		Attendance and response to parent surveys analysed and responded to. Vast majority of parent (90% average found the virtual evening more beneficial than a phone call). 70% of parents would prefer to continue with school cloud compared to an in-person/normal parents eve.	JKO/MF	After each parents evening – Parent survey	£1728
<ul style="list-style-type: none"> Science Tassimai 	A proven strategy to help with knowledge retrieval/recall with strong student engagement	Performance in KP/WA assessments tracked and analysed for improvement in recall questions	DI	After each assessment point	£3000
<ul style="list-style-type: none"> Motivational catering fortnightly 	Additional curriculum time to help students catch up missed/fragile content. (40% more time).	Attendance and engagement of P6 sessions	JKO/KDO	Fortnightly	£2565
<ul style="list-style-type: none"> Reading Solution (previously Y7 Catch-up) 	Previously part of the Y7 catch-up programme. Students benefit from diagnostic personalised feedback from the software. .	Student performance measured by the software. Students have allocated regular time slots.	JCO	Half Termly	£1746
<ul style="list-style-type: none"> Trolley of additional Support Laptops 	An additional resource to help students complete coursework in vocational qualification during after school/extended curriculum P6	Tracking of individual assignments for BTEC qualifications. Students guided on AFI/missing units of work due to school closures	MF	Half Termly	£8489
Total budgeted cost:				£22000	

ADDITIONAL INFORMATION/PROGRESS UPDATE

Precision planning
WA1 analysis
PPE 1 Analysis
CPR

