

Catch-Up Premium Plan

Pedmore High School

Summary information					
School	Pedmore High School				
Academic Year	2020-21	Total Catch-Up Premium	£47,280 Minus £9,600 Year 7 catch-up funding no longer received =£37,680. All monies spent in 2020-21. £0 carry forward	Number of pupils	601

Guidance

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11.

As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.

Use of Funds	EEF Recommendations
<p>Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on curriculum expectations for the next academic year.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a coronavirus (COVID-19) support guide for schools with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way.</p>	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> ➤ Supporting great teaching ➤ Pupil assessment and feedback ➤ Transition support <p>Targeted approaches</p> <ul style="list-style-type: none"> ➤ One to one and small group tuition ➤ Intervention programmes ➤ Extended school time <p>Wider strategies</p> <ul style="list-style-type: none"> ➤ Supporting parent and carers ➤ Access to technology ➤ Summer support

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Identified impact of lockdown	
Maths	2020-2021: Concerns with the potential gaps in Year 7 which are difficult to identify. GL assessments will give a good baseline set of information to use. White Rose resources will also support gap identification. Will teach Year 7 in Mixed Ability groups for the first term. Year 11 will need additional time – after school/holidays etc – to cover content. Year 10 began GCSE in Year 9 so less concern here. Concerns about basic numeracy in some Year 8 groups where some re-teaching/re-learning is required. Different levels of engagement in virtual learning during lockdown so work/teaching/lessons need to be differentiated accordingly.
English	Concern with the potential gaps in Year 7 which are difficult to identify as they were not ‘ours’ until September. The GL assessments will give us a good baseline set of data to use. Year 8 and 9 need work on their analytical and creative writing skills. Year 10 poetry will be revisited anyway in the summer term – 1 lesson per week now to be used to consolidate skills. Year 11 – as the exam content has changed – novel unit dropped – ‘Macbeth’ teaching, which was cut short by lockdown, can now be completed in the Autumn Term, and poetry can be consolidated.
Science	Exam practice has been highlighted as a concern. Content has been covered in virtual lessons, but quality assessment was not possible. Year 9 curriculum has been adapted. The order in which units would have been taught has been changed, based upon practical requirements.
Humanities	Virtual lessons tended to focus on consolidating previous learning so Curriculum and Assessment Maps have been adjusted to create time for the new learning. Having had the ‘extra’ year of GCSE teaching in Year 9, a lot of the curriculum had been covered already, which has made the process in Years 10 and 11 much easier
SEND	Issues already identified through discussions with students – decoding literacy-based tasks. Early indications show largest gaps are in Year 8 mainly due to the lack of time they had in school in Year 7. Year 11 students have largely been very proactive and mature. Support for students has been adjusted to provide additional support in Year 8. A target group has been created to have access to ‘Core Skills’ lessons – supporting literacy and numeracy. Additional curriculum time has been factored into Functional Skills lessons to enable these students to gain an additional qualification and access college courses.
Computer Science	Year 11 are a few months behind, but the removal of some assessed elements will help this. Year 10 are effectively ahead anyway because they studied part of the course in Year 9. Key Stage 3 units do not ‘flow’ into each other, so missing one unit does not impact on the next unit. A revised sequence of lessons has been created to accommodate the ‘missed’ units.
Art	Massive impact on coursework in Years 10 and 11. Students have not been able to develop observation and analytical skills.
Design Technology	Gaps are inconsistent, depending on the level of engagement in the work over lockdown. Key Stage 3 gaps are where subjects were not studied due to the rotation not running through, so some students missed out all their Food lessons, for example. Many students have forgotten basic skills so a lot of time and effort is going into re-teaching these. CAMs are being adjusted to accommodate these issues. Half-term ‘catch-up’ sessions will be used to support KS4
MFL	Some key skills have been forgotten – time is taken up now reteaching these and Year 11 will be supported during the half-term holidays. Lots of simple grammar/vocabulary has been forgotten – especially in KS3. KS4 need work to catch-up on listening and writing skills.
PE	Fitness levels have dropped – curriculum limited when we first came back due to Covid so some planned activities have had to be rearranged. CAMs have been amended to show this.

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Whole school Huge variation in the level of engagement in online lessons so some gaps have increased significantly. Practical subjects have been badly affected as the students and staff have not been able to work on their practical work in the normal way. The time away from school has also impacted some year groups/students who have struggled to settle back into the rules and routines of school. Additional time off for some year groups since September has added to this issue and has also added to the learning gaps. Additional support has been put in place to help students' mental health. Significant increase in safeguarding concerns over lockdown.

Planned expenditure - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools)

i. Teaching and whole-school strategies: supporting great teaching, pupil assessment and feedback, Transition support

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<u>Supporting great teaching:</u>	<p>Additional time for teachers to deliver 1-1 support. Release time and additional cover will be required. Additional day for a cover teacher to cover teachers to deliver the interventions</p> <p style="text-align: right;">(6,054)</p> <p>Purchase additional revision guides and text books</p> <ul style="list-style-type: none"> year 10 computer science revision and workbook materials (£110.25) earphones for KS3 (our scheme of work, teach-ICT, relies heavily on the use of earphones as students have videos and interactive elements to complete online - we are currently unable to use the "permanent" headphones in department due to hygiene so propose that each student has their own disposable type (similar to airline earphones) which we can keep in plastic wallets? (similar to art keeping individual crayons etc) (£220). Arabic-English dictionaries (£59.90) <p>£390.15</p>	<p>Increased GCSE outcomes in Science, Geography, History, French, Food and Engineering</p>	<p>Faculty Heads</p>	<p>Sept 2021</p>
	<p>Additional external support from external agencies to help our most vulnerable students</p>	<p>Engagement in online lessons meant that gaps in knowledge for the majority of students were limited. Majority of students engaged in online lessons – 85% attended 90% of lessons</p>	<p>CPS</p>	<p>May 2021</p>
	<p>Additional external support from external agencies to help our most vulnerable students</p>	<p>Attendance was above National Average last academic year – 93.67%. PA students were engaged and attended.</p>	<p>AFR</p>	<p>July 2021</p>

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	SAM learning £ 1,500 – paid for by Aspire 2 HE	Improved GCSE outcomes in Science, Geography, History, French, Food and Engineering. Quality of work seen in exercise books, students' positive attitudes to learning and student voice.	CPS	July 2021
<u>Teaching assessment and feedback</u> Ensure staff have accurate baseline data for Year 7 students	GL Assessment – Year 7 have no KS2 data – English, Maths and PASS assessments completed to identify gaps September 2020 - Year 7 students sit the GL Assessments Progress in English tests, the results of which supported academic banding . £1,363- Sept 2020	Data enabled effective banding of students. Student voice showed that students felt appropriately banded. Students made progress – as shown in internal data.	RTN Trust	Dec 2020 July 2021
<u>Transition support</u> Children who are joining school from different settings or who are beginning their schooling with Pedmore have an opportunity to become familiar and confident with the setting before they arrive.	Wollescote Year 6 – 2-week support and transition work Purchase additional teaching supplies, photocopying, printing, materials purchased for DT projects £500 Virtual video tour and presentation by key staff £500	Attendance through Year 7 was very good – 95% - with the majority attending on-line lessons. The transition into Year 8 has also been very good because of the relationships developed during the 2-week programme. The year group has a very good attitude to learning, as shown from lesson visits and other QA activities such as student voice	HBS	June 2021
Total budgeted cost				£10,307.15

ii. Targeted approaches: 1:1 and small group tuition, interventions, extended school time,

Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<ul style="list-style-type: none"> Enable all students to achieve their target grades in GCSEs 2021 – and beyond Identify gaps in knowledge 	Holiday 'Consolidation Sessions' Morning intervention sessions – Eng/Ma/Sci/MFL P6 intervention sessions – ALL SUBJECTS – Year 11	Improved outcomes in Science, Geography, History, French, Food and Engineering. Student voice with Year 11 showed positive	CPS Faculty Heads	Sept 2021

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<ul style="list-style-type: none"> Address gaps to enable higher attainment Provide additional support for PA students 	<p>Access to alternative curriculum placements</p> <p>Subject Health Checks to identify gaps in knowledge Baseline assessments/low-stakes testing used in class Subjects coordinate during meetings to revise curriculum delivery as appropriate</p> <p>(£11,000)</p>	<p>attitudes and confidence about the assessments. Increased P8 score overall</p> <p>NEETS remain below 2%</p>		
<ul style="list-style-type: none"> Additional support for students linked to careers and revision skills to re-engage students in their learning and ensure smooth progression to the next stage of their careers 	<p>Aspire 2 HE mentoring support from Wolverhampton University – to include:</p> <p><u>Year 9 Labour market / Careers Workshop – The Inspirational Learning Group</u> This will be delivered virtually via the TILG platform. We will be able to download resources including SOW which can be shared with students during a PSHE lesson or even over tutor time. Expected delivery time of activities is approximately 1 hour.</p> <p><u>Year 10 Motivational Speaker session – Stephen Seki</u> This can be performed live in school or virtually (but still delivered in real time). The duration of the session can be from 30 mins to one hour. Any additional sessions to other year groups would cost £350 per session.</p> <p><u>Year 11 Revision Skills – Delivered by Aspire to HE</u> This can be done as an online session or can be delivered as bitesize videos during tutor time. This will involve revision tips and skills to be shared with students in Year 11. Funded through our Aspire 2 HE link with Wolverhampton University. £4,000</p>	<p>NEETS remain below 2%</p> <p>Increased aspirations identified through student voice Higher engagement with UniFrog – data tracking</p>	<p>CPS RTN JGD</p>	<p>Sept 2021</p>
		<p>One-off Some impact, not as useful as the longer-term strategies. Won't use again Not value for money</p>	<p>RTN</p>	<p>November 2020</p>
		<p>Student voice showed this useful in boosting confidence in terms of revision strategies/dealing with the assessments.</p> <p>All Year 11 students accessed at least one session. Have continued our links with Aspire again this year</p>	<p>JGD</p>	<p>July 2021</p>

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	<p>WBA Foundation – small group engagement programme aimed at KS3 boys - £800 for 38-week programme</p> <p>Wolverhampton Wanderers – football coaching programme – YEAR 9 students</p>	<p>Year 8 and 9 boys’ feedback was positive – gave them strategies to cope with various issues. QA showed higher levels of engagement in lessons.</p>	AFR/HES	June 2021
	<p>Study Skills workbook: For yr11s to help with revision techniques</p>	<p>Student voice showed this useful in boosting confidence in terms of revision strategies/dealing with the assessments. Quality of work completed for TAGs reflected this.</p>	JGD	May 2021
	<p>Transforming Me sessions help with social anxiety; emotional health and wellbeing: 2020-2021.</p> <ul style="list-style-type: none"> Group work (6 students to help with confidence)- one off session £30 1:1- £20 per hour. 5 students. Weekly from Oct 2020 to Christmas 2020. £800 March 2021 to July 2021. £1500 (50% offered free as trial) <p>2021-2022</p> <ul style="list-style-type: none"> 1:1- £20 per hour. 2 students. Weekly from Sept 2021 to Christmas 2021 £600 Jan to Easter 2022 and then April to Summer 2022. 	<p>Student voice feedback was positive – gave them strategies to cope with various issues. QA showed higher levels of engagement in lessons. Fewer behavioural issues/referrals to the Reflection Room from students who attended</p> <p>Attendance above NA – 93.67% Increase in positive reward points with key groups</p>	AFR/HES	July 2021
Total budgeted cost				£15,800

iii. Wider Strategies – supporting parents, access to technology, summer schools

Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
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<ul style="list-style-type: none"> Avoid cases of Covid Ensure site is safe Enable teachers to use all classrooms safely Ensure the school can be open safely during 'holiday' periods 	<p>CLEANER ON SITE ALL DAY ADDITIONAL SITE STAFF TO KEEP SCHOOL OPEN DURING HOLIDAY SESSIONS</p> <p>£10,358</p> <p>Purchase of Pedmore Face Masks October</p> <p>£2,500</p>	<p>Effective - have been able to keep the site clean and open since the last lockdown ended</p> <p>Site opened effectively during the half-term holiday to allow the consolidation sessions to happen</p> <p>Very low number of Covid cases compared with local/national picture</p>	<p>DWS</p>	<p>July 2021</p> <p>Nov 2021</p>
<ul style="list-style-type: none"> Science practicals can continue for all year groups to prevent further gaps in learning Year 10 are able to remain secure in their Year Group Bubble in the Science area Ensure parents and students are happy with the Health and Safety measures by having stools with backs to enable children to work 	<p>Enable full use of the school site to enable specialist subjects to deliver practicals etc – purchase better stools for Science labs –</p> <p>£3,450</p>	<p>Effective = have been able to provide science practical demonstrations to all year groups during the 'bubbles'</p> <p>Year 10 bubble has been secure and students/parents are much happier with the improved health and safety aspect – student and parent voice. QA – lesson visits.</p>	<p>DWS</p> <p>ZMN/CPS</p>	<p>May 2021</p> <p>June 2021</p>
<ul style="list-style-type: none"> Ensure all students are able to access virtual lessons in the eventuality of having to isolate or a further lockdown Ensure all students can access all catch-up and consolidation work and materials from home Ensure parents are able to access the VLE 	<p>Identify students with no/limited/restricted access to ICT at home - Purchase of 73 laptops for students – trust paid £10,950</p> <p>Identify students with no/limited/restricted access to the internet at home - Secure 50 sim cards with 30gb data for students - free</p> <p>Photocopy/print costs for 200+ work packs for students without internet access</p> <p>£1,000</p>	<p>Increased engagement in on-line learning.</p> <p>Lockdown 1 = 50% of students engaged in over 50% of lessons.</p> <p>Lockdown = 80% of students attended 90% of lessons</p> <p>Increased parental engagement with the VLE – data on MORE+ shows when parents log in – increased engaged during lockdown 2 to 70% of parents logging in at least weekly. Parental feedback showed that because they were more engaged they were better able to encourage students to engage in online lessons.</p>	<p>CPS</p> <p>CPS/HOYs</p>	<p>June 2021</p> <p>May 2021</p>
Total budgeted cost				£ 43,415

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	Cost paid through Covid Catch-Up	£37,331
	Cost paid through charitable donations	£6,084
	Cost paid through school budget	£