

## COVID-19 catch-up premium plan Kelvin Hall school 2020 -2021

SUMMARY INFORMATION			
Total number of pupils:	1504	Amount of catch-up premium received per pupil:	£79.23
Total catch-up premium budget:	£119,160		

STRATEGY STATEMENT
<p>KHS will be using a variety of strategies to support pupils in catching up on missed learning opportunities over the last 18 months and moving forward.</p> <p>This will involve 3 core approaches:</p> <ul style="list-style-type: none"> <li>- Catch up for pupils during remote learning during national lockdown and any pupil group closures.</li> <li>- Catch up for pupils during the wider school opening, including a blended approach in school and also on remote learning.</li> <li>- Catch-up for the wider school opening for all pupils in school.</li> </ul> <p>Our overall aims of our catch-up premium strategy are broken down into three main strands:</p> <p><b><u>Quality first teaching</u></b></p> <p>Research supported evidence confirms that great teaching is the most important lever schools have to improve outcomes for their pupils. This was true before the Covid-19 pandemic and it will continue to be vital throughout this academic year ahead.</p> <p><b><u>Targeted academic support</u></b></p> <p>Research supported evidence consistently suggests the positive impact that targeted academic support can have, including for those pupils who are not making good progress across the spectrum of achievement. Considering how classroom teachers, teaching assistants and external partners can provide targeted academic support, including how to link structured one to one or small group intervention to classroom teaching, is likely to be a key component of effective planning for this academic year. Approaches to interventions, such as one to one and small group tuition, require close attention to effective implementation, ensuring sessions are explicitly linked to the content of daily lessons and that effective feedback structures are in place. Such interventions are typically maintained over a sustained period and require careful timetabling and associated training so that delivery is consistent for staff and pupils.</p> <p><b><u>Wider school strategies</u></b></p> <p>This covers the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. Continuing to re-establish the routines of the classroom, and of school, will likely prove beneficial for pupils. Supporting pupils' social, emotional and behavioural needs, primarily as part of good teaching, is likely to prove an</p>

effective strategy to support learning. Regional lockdowns plus self-isolation have continued to disrupt attendance in schools with a likely disproportionate impact on disadvantaged pupils.

Our specific objectives:

To remove the barriers to reduce the attainment gap between groups at Kelvin Hall school including,

- Our disadvantaged pupils and their peers (1)
- To reduce the attainment gap between boys and girls (2)
- To raise the attainment of all pupils to close the gap created by COVID-19 school closures (3)
- To support post 16 progression to ensure no child is left behind (4)
- To reduce the attainment gap between SEN pupils and their peers (5)

### **Barriers to future attainment**

#### **Attendance**

- Absence due to coronavirus pandemic
- Lack of engagement with online learning

#### **Social and Emotional**

- Pupil wellbeing and health

#### **Academic, Social and Economic**

- Low levels of ambition
- Limited parental engagement with some families in the community
- Some disadvantaged students do not have the space, correct environment or attitude to work at home
- Pupil engagement/disengagement years 10-11 boys
- Pupil engagement/progress SEN
- Remote learning support and access to devices/equipment and environment to learn effectively
- Passive participation in lessons – boys

#### **Teaching and learning**

- Quality time for collaborative planning and delivery of lessons and professional development
- Quality curriculum time missed - low levels of literacy particularly in the lower year groups
- Consistently good teaching/live remote teaching to promote the progress of PP students
- Lack of consistent academic days in school to address catch up for PP/SEN students pre and post two national lockdowns in 2020 and 2021
- Higher levels of challenge for all students particularly high ability disadvantaged students with new GCSEs

Action and Strategy area	Intended outcome and success criteria	What's the evidence and rationale for this choice?	Staff lead	Cost	When will you review this?
<p><b>Wider approach</b> To provide/support with: -ICT devices and internet accessibility for remote learning -Home learning equipment additional to ICT support</p> <p><b>Wider approach</b> To increase parental engagement through: -Online Parental meeting software 'School Cloud' -Professional approach to home learning surveys 'QDC' -Welfare support phone call checks</p> <p><b>Wider approach</b> To provide additional wellbeing support to students including post lockdown: -additional temporary PLD staffing -additional temporary BSO staffing -Increase in looked after children staff hours 3 days to 5 days - ASC consultancy support for ASC hub - Luke C.</p>	<p>1- 5</p> <p>1-5</p> <p>1-5</p>	<p>School SIP priorities Parental survey needs Post 16 progression data DfE performance tables DfE catch up guidance EEF Covid support research guide School SSAT working groups outcomesAFL</p> <p>School SIP priorities Parental survey needs EEF covid support research guide Teaching staff feedback Support staff feedback</p> <p>Parental/staff/pupil surveys Attendance statistics Behaviour/class charts referrals Well being referrals Local Authority SEND working party recommendations</p>	<p>Directors and DHTs overseen by CLg and PCa</p> <p>JSh/CGr</p> <p>CGr/JGr</p>	<p>Approx 250 devices and internet dongle support £50000 (shared with whole school Budget)</p> <p>£1000 software £1000 software £400 phone contracts</p> <p><u>Staff costs</u> BSO £12200 PLD £16322 Service level agreement ASC £2740 x2 blocks LAC costs - whole school staffing budget</p>	<p>In the first instance termly</p> <p>In the first instance termly</p> <p>In the first instance end of year review</p>

<p>-ASC consultancy support for ASC Hub- Aspire Academy</p> <p><b>Wider approach</b></p> <p>Class charts:</p> <p>-To increase parental engagement</p> <p>-To further positive pupil engagement including SEND</p>	1-5	<p>Parental/staff/pupil surveys</p> <p>Attendance statistics</p> <p>Behaviour/Class charts referrals</p> <p>Well being referrals</p> <p>Local Authority SEND working party recommendations</p>	Pastoral DHT/AHT including SENCo	£6998 one year software package	Easter 2021
<p><b>Wider approach</b></p> <p>Non academic summer schools to promote resilience, character, motivation and goals using</p>	1-5	<p>EEF Research</p> <p>L.A. transition</p> <p>LA SEND team</p> <p>Parental and student surveys</p>	CGr/JSh	<p>Staff cost and activity resource cost TBC</p> <p>Additional use of school intervention budget £8-10K</p>	Summer 2021
<p><b>Wider approach</b></p> <p>The university of Hull 'Unlocked Programme target Year 10'</p>	1-5	<p>EEF Research</p> <p>LA SEND team</p> <p>Parental and student surveys</p> <p>Year 10 key data</p> <p>Year 10 attendance</p> <p>Year 10 class charts</p>	JGr/Att team	<p>Catch up resources provision £500</p> <p>In school cost - curriculum time over one full half term</p>	End of programme

<p><b>Wider approach</b> Provide revision books to Year 10 and 11 (including electronic).</p>	1-5	EEF Research Student survey	All Directors	£3000	Summer 2021
<p><b>Targeted Academic support</b> To provide targeted academic support for one to one / small group intervention in: -Maths -Science -ICT -MfL</p>	1-5	EEF Research DFE guidance Key Year data Teacher assessments	PCa/CLg/ Directors	£7340 £19408 ( <i>cost split through school staff budget</i> ) £3800 MFL tbc	Summer 2021
<p><b>Targeted Academic support</b> -Period 7 intervention/revision through google classroom. -Easter and half term 2021 revision classes to all year 11.</p>	1-5	EEF Research Student attendance Teacher assessments	All DHTs	£3500-£5000	Summer 2021
<p><b>Quality first teaching</b> To provide specialised CPD to support quality teach first learning both in school and remote learning including: Google classroom CPD SSAT EFA two year programme (including quality feedback and metacognition strategies). Implementing Maths White Rose resources for QFT</p>	1-5	EEF Research SSAT Research DfE guidance Teaching Schools research ARK Academy Research	CKe/JSh All Directors	£6000 £6000	In the first instance termly - ongoing through 2021

<p>Implementing English Mastery resources for QFT</p> <p><b>Quality first teaching</b> Review and update curriculum planning to ensure catch up including Independent learning zone updates.</p> <p><b>Quality first teaching</b> To provide after school clubs and extracurricular opportunities - Easter 2021 onwards</p> <p><b>Wider school Strategies</b> To provide specific post 16 progression support for students.</p>	<p>1-5</p> <p>1-5</p> <p>1-5</p>	<p>Parental surveys Student engagement data EEF Research</p> <p>EEF Research DfE guidance Student surveys</p> <p>Post 16 transition data 2020 Post 16 transition ongoing data 2020-21 Year 10/11 progress data and assessments</p>	<p>CLg/JSh</p> <p>All Directors</p> <p>CGr/Careers</p>	<p>£200</p> <p>£400</p> <p>Not applicable TBC</p>	<p>Easter 2021 and summer 2021</p> <p>May half term 2021</p> <p>Summer 2021/ September 2021</p>
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