



HINDLEY HIGH SCHOOL



COVID catch-up premium spending: summary

SUMMARY INFORMATION

Total number of pupils:	915	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£73,200 (+£50,000 from school budget)		

Strategy Statement

The government COVID-19 catch-up premium has been established to mitigate the effects of the unique disruption caused by coronavirus. The grant will only be available for the 2020-2021 academic year.

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: <https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme/covid-19-support-guide-for-schools/#nav-covid-19-support-guide-for-schools1>

Barriers to learning

- Literacy and numeracy skills
- Attendance
- Mental health and wellbeing

Barriers to future learning

- Curriculum gaps created during school closure
- Attainment gaps
- Pupil engagement in remote learning
- Attendance

Although all children have had their education disrupted by the coronavirus (COVID-19) outbreak, it is likely that disadvantaged and vulnerable groups will have experienced the greatest impact. Our strategy will focus upon these groups however, the catch-up premium will support all pupils using a three – tier strategy as follows:

3 Tier model	Specific Strategies
Teaching and whole school strategies	<ul style="list-style-type: none"> • Curriculum structure • Teaching strategies • Pupil Assessment & feedback • Transition
Targeted Support	<ul style="list-style-type: none"> • One to one and small group tuition • Literacy/numeracy intervention programme
Wider strategies	<ul style="list-style-type: none"> • Attendance -supporting parents and carers • Access to technology • PSHE curriculum

Catch Up Strategy Plan

Teaching				
Specific Strategy	Rationale	Outcomes and success criteria	How will it be implemented	Review
50 - day curriculum cycle	To maximise teaching time and minimise pupil movement by adopting a one lesson per day timetable	All pupils will receive quality first teaching in all curriculum areas	<ul style="list-style-type: none"> Specialist teachers delivering in specialist classrooms Learning walks completed by T&L team 	November 2020
Online CPD for staff focusing upon: <ul style="list-style-type: none"> <i>'The Hindley Lesson'</i> <i>Modelling</i> <i>Retrieval practice</i> <i>Pupil engagement</i> <i>Making the most of lengthier lessons</i> <i>Live Teaching /Remote learning</i> 	<i>'Great teaching is the most important lever schools have to improve outcomes for their pupils.'</i> (EEF 2020)		<ul style="list-style-type: none"> CPD programme available to staff on MS Teams 	As per the school calendar
Frequent Low Stakes Testing to improve pupil assessment and feedback. To Improve knowledge of gaps and to inform planning and classroom practice	Assessment can help teachers determine how to most effectively support their pupil's	Pupil knowledge gaps are reduced Increased pupil knowledge and ability to recall prior learning Increase in pupil attainment	<ul style="list-style-type: none"> Gaps identified via formative assessment 	December 2020

Teaching				
Specific Strategy	Rationale	Outcomes and success criteria	How will it be implemented	Review
<p>Whole school Reading strategy <i>Rapid improvement in the reading ability of all pupils will support pupils 'catching up' across the curriculum. This is a shared responsibility of all staff across all curriculum areas.</i></p> <p><i>Prioritise 'disciplinary literacy' across the curriculum</i></p> <p><i>Provide targeted vocabulary instruction in every subject</i></p> <p><i>Develop students' ability to read complex academic texts</i></p> <p><i>Break down complex writing tasks</i></p> <p><i>Combine writing instruction with reading in every subject</i></p> <p><i>Provide opportunities for structured talk</i></p>	<p>As a consequence of school closure, reading test data shows pupils in current Y8 - 10 did not make progress in line with expectations with a large number regressing beyond functional levels from Summer 2019 to Autumn 2020.</p>	<ul style="list-style-type: none"> • Improved reading ages of all pupils • Reduced disadvantaged gap • Reduced gender gap • Pupils are able to access all areas of the curriculum • Improved assessment data across the curriculum • Pupils 'catch up' to remedy progress not made 	<ul style="list-style-type: none"> • Whole school Literacy coordinator (CWI/ABO) new to post • CWI/ABO to complete training via The Literacy Trust – subject specific • Identified area within department improvement plans • Accelerated reader • Use of form time activities 	<p>January 2021</p>

<i>Provide high quality literacy interventions for struggling students</i>				
Oracy <i>Provide opportunities for structured talk</i>	Pupils learning remotely during lockdown have worked 'in silence', independently of a class teacher and their peers. Valuable learning experiences which reinforce knowledge and understanding have been lost through the lack of opportunities to listen to their teacher or to listen to peers explaining as well as the opportunity to explain and ask questions themselves.	<ul style="list-style-type: none"> • Pupils are provided the opportunity to articulate their ideas through oral work completed during whole class or through paired discussions • By speaking aloud pupils are able to complete written tasks more fully 	<ul style="list-style-type: none"> • SALAD day activities across the curriculum • Department strategies • Form time activities to scaffold class discussion following reading comprehension tasks 	January 2021
Academic mentor initiative <i>Access the government backed mentoring initiative as detailed through the national tutoring programme to acquire a mentor in Humanities. (oncosts £5130)</i>	An academic mentor would provide intensive support to the most disadvantaged pupil groups in Humanities	<ul style="list-style-type: none"> • Reduce gaps in knowledge • Reduce DP gap • Increase attainment and progress in History and Geography 	<ul style="list-style-type: none"> • 1:1 support for individuals and small group • Provide revision lessons • Additional support for those shielding or not in school • Professional mentor (CD) to oversee 	January onwards

Teaching				
Specific Strategy	Rationale	Outcomes and success criteria	How will it be implemented	Review
Remote learning strategy	Pupils should receive the same teaching and classroom instruction whether working in school or remotely at home	'Live' lessons are delivered to pupils working remotely due to COVID19.	<ul style="list-style-type: none"> • Training for staff • Information guide for parents 	December 2020
Baseline Testing - Y7/Y8 <i>Using baselinetests.com pupils will access online KS2 assessments in Reading and maths; pupils will complete an initial test assessment which will identify any knowledge gaps. Subsequent intervention sessions will focus upon these areas. A follow up assessment will be used to further identify gaps and to measure progress. (£4848)</i>	In 2020, Y6 pupils did not complete KS2 assessments in Reading and maths; by testing using the 'Baseline test resource', pupils will be provided a scale score comparative to previous years. Similarly, by testing Y8 gaps in knowledge will be identified alongside progress being measured against their prior attainment starting point.	<ul style="list-style-type: none"> • Identified gaps will be the focus of 'catch up sessions' • A follow up assessment will evidence all pupils making progress 	<ul style="list-style-type: none"> • Tests administered using baseline assessment software • Scaled scores applied • Target individuals identified from the data • Timetable of additional Literacy and numeracy sessions 	November 2020

Teaching				
Specific Strategy	Rationale	Outcomes and success criteria	How will it be implemented	Review
<p>Additional staff in English and maths <i>One additional full-time maths teacher to support the delivery of intervention (£20,952)</i> <i>One additional English teacher (primary trained) for 2 days to support intervention teachers. (£8640)</i></p>	To support the delivery of catch up sessions during curriculum time	<p>Increase pupil attainment in assessments Pupils gain confidence and close gaps in knowledge Follow up assessment will indicate progress Pupils meet expectations</p>	<ul style="list-style-type: none"> Curriculum gaps inform teaching and focus of intervention sessions Targeted in-class support for most vulnerable pupils 	December 2020
<p>Resources to support independent learning (£10,295.48)</p>	To enable pupils to study at home, paper resources will ensure that no pupil is unable to complete revision and further study away from school	<p>Increased pupil confidence Increased resilience Improve knowledge, ensuring pupils remember more Improved outcomes</p>	<ul style="list-style-type: none"> Study support materials provided for Y10 /Y11 in En/ma/sci Materials to aid revision provided across all subjects 	
COST				£49,866

Targeted Support				
Specific Strategy	Rationale	Outcomes and success criteria	How will it be implemented	Review
<p>One to one/ small group intervention: twilight sessions to be delivered by Next Level Tutoring, Hindley</p> <p>Y11 30 pupils - 30 weeks (£26,750)</p> <p>20 pupils – 20 weeks (£14,000)</p> <p>Vulnerable tuition (£10,500)</p>	<p>Progress data indicates pupils' achievement is below expectations against target grades</p>	<ul style="list-style-type: none"> • Attendance to tutoring sessions • Autumn updates will demonstrate improved outcomes, with the majority on target to achieve GCSE target grades 	<ul style="list-style-type: none"> • External tutors (Next Level Tutoring) • Teachers identifying curriculum needs • Three - way process Pupil/teacher/tutor 	<p>End of Autumn term</p>
<p>Y10 DP/SEN 15 Pupils (£6720)</p>	<p>The DP and SEN pupils are most likely to be affected by the school closure: attainment gaps are more likely between more</p>	<ul style="list-style-type: none"> • Attendance to tutoring sessions • Increased attainment of DP, SEN pupils 		<p>End of Autumn term</p>

	vulnerable pupils and others in school	<ul style="list-style-type: none"> Autumn updates will demonstrate improved outcomes, with the majority on target to achieve GCSE target grades 		
Y9,10,11 intervention during core curriculum time <i>Intervention is delivered to target pupils (DP/FSM/SEN) during core RE/PE</i>	The most disadvantaged pupils will receive additional English and maths lessons delivered by specialist teachers	Close attainment gaps with other pupils in school and nationally	Most vulnerable i.e. those in receipt of PP/FSM and are SEND to be targeted	December 2020
In school intervention programmes - Lexia, Numicon (£340), maths recovery Y7 – 43 pupils Y8 – 43 pupils Y9 - 35 pupils Y10 – 40 pupils	Literacy and numeracy skills underpin wider aspects of the curriculum; by targeting the most vulnerable pupils	Increase reading age Increase attainment across a range of subjects	<ul style="list-style-type: none"> Reading / Spelling /maths data used to identify target groups of pupils Training for 'catch up' numeracy (£1150) and literacy programmes (£1150) TA delivery (£4600) Tracking of progress 	December 2020
Cost				£64,920

Wider strategies				
Specific Strategy	Rationale	Outcomes and success criteria	How will it be implemented	Review
<p>Attendance <i>Strategies will be identified to support the most disadvantaged pupils' engagement with school (£4944)</i></p>	<p>To ensure all pupils are reintegrated back into school with full attendance following school closure</p>	<ul style="list-style-type: none"> Improved attendance of the most vulnerable pupil groups 	<ul style="list-style-type: none"> Identify underlying issues with pupil which affect attendance Provide incentives to the most vulnerable to promote good school engagement Use of school chaplain and learning mentors to support Individuals 	<p>January 2021</p>
<p>Improve communication with parents and carers <i>Sharing information through one online platform to ensure parents can access the relevant information to support their child (£3600)</i></p>	<p>Pupil engagement is greatest when parents actively seek to assist pupils with their studies be it a homework task or remote learning task</p>	<p>Parents and carers are able to access information which is current and relevant to support pupils in their learning in school and when learning remotely</p>	<ul style="list-style-type: none"> Review software currently used in school – SMHW/School comms Implement one app which provides parents and carers the information they need to fully support pupils in all areas, both curriculum and pastoral 	<p>November 2020</p>

Access to technology (£1870)	To ensure those pupils/staff absent from school, accessing or providing 'live' lessons have the equipment they need	Staff are able to deliver lessons 'live' remotely. Pupils are able to access learning/ 'live' lessons remotely.	<ul style="list-style-type: none"> • Availability of laptops to 'loan' 	December 2020
PSHE/ID curriculum	To respond to the impact of school closure due to COVID19, given we are a school with a high number of vulnerable pupils	All pupils receive support in promoting positive mental health	<ul style="list-style-type: none"> • Recovery curriculum implemented through ID lessons for Y7 – 9 • Mental health assembly 	December 2020
Orpheus Mind Technologies App (£1800)	To provide pupils and staff access to mental health support which covers a variety of need	Improved emotional wellbeing of staff and pupils	<ul style="list-style-type: none"> • App available via the school website using their MS login 	December 2020
Individualised support	Some pupils require enhanced provision to meet their individual needs; in response to COVID19 pupils receive a tailored provision when shielding and unable to attend school	Pupils shielding are able to access the same curriculum as those pupils in school	<ul style="list-style-type: none"> • One to one tuition is delivered via zoom 	December 2020
Cost				£5214

