

Catch-Up Premium Plan

Wombourne High School

Summary information					
School	Wombourne High School				
Academic Year	2020-21	Total Catch-Up Premium	72 136	Number of pupils	944

Guidance
<p>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.</p> <p>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.</p> <p>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.</p>

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	
Students that did not access virtual lessons. Knowledge gap with peers.	<p>Virtual lessons began on March 23rd 2020 at the very beginning of lockdown. Students that engaged well with virtual lessons do not have significant gaps in their learning and progress (there are some impacts discussed below). However, students without IT provision, with poor internet access, or with poor motivation and parental support have fallen further behind their peers.</p>
Year 7	<p>Students that were in Year 6 when the first national lockdown took place had a truncated Year 6 curriculum and no formal KS2 assessments. Primary schools were not as equipped as secondary schools to operate virtual lessons in the first lockdown (this is no longer the case). Students did not have a transition programme that involved visiting their secondary school. Sex Education was not covered by several feeder schools in the same manner as previous years.</p> <p>Students joining Year 7 in September 2020 may be more anxious about beginning secondary school. They may find the Year 7 curriculum additionally challenging as they are not in the same routine of work. They will have greater gaps in their knowledge than other year groups.</p>
Practical elements of courses	<p>Practical subjects and those requiring specialist equipment are harder to deliver virtually. Students skills in practical subjects will need re-building and developing.</p> <p>There are now significant gaps in knowledge in some subjects – whole units of work have not been taught meaning that children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum.</p> <p>Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments.</p>
Social impacts resulting in poor mental health	<p>Anxiety about health and families health. Lack of school routine. Loss of contact with friendship groups. The transition to secondary school or 6th form in Sept 2020 will have an impact on students. Students need to be happy and confident to learn effectively. In addition, student's health is critically important.</p>

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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	Staff lead	Review date?	Impact (July 2021)
<p>Teaching and Learning</p> <p>Assess gaps in student knowledge and adapt the curriculum to secure progress and understanding</p>	<p>Increased contact time with specialist teachers</p> <p>Increase the provision of English and Maths teaching at KS3</p> <p>Extend the school day at KS4 and provide additional time across the curriculum</p> <p>Allow increased flexibility in exam routes of Y10 and Y11 students offering additional Maths and English tuition wherever timetabling allows</p> <p>Cost - Additional English and Maths teacher circa 67 000</p>	JRI	Spring 2021	<p>Students were able to complete GCSE courses with significant time for revision and intervention. Results for TAGs were excellent (results available from August 2021), impact at KS4 of increased curriculum time significant. In addition, the virtual lessons that took place from March 2020 were very valuable in ensuring student progress.</p> <p>KS3 additional provision helpful, but this remains a key area for intervention in 2021-2022, particularly given the additional lock down from Jan to March 2021.</p> <p>Key Stage 3 progress data from Summer 2021 compared to November 2019 (pre-pandemic) is very similar, with most subjects showing progress in line with past performance or with improvements. Exceptions are languages, Drama and Art, which were more difficult to continue virtually, additional opportunities for these subjects will be given in the 2021-2022 academic year, alongside a Performing Arts summer school in July 2021.</p> <p>In Year 10 (July 2021 data) subjects where additional interventions are needed include Computer Science, French, HSC, BTEC Sport and to a degree Business, Geography and Art.</p>

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<p>Assessment and feedback</p> <p>All students to be assessed to identify gaps in knowledge.</p> <p>Assessments to be designed and implemented by departments, apart from Year 7, where GLS assessments chosen to act as a replacement KS2 assessment.</p>	<p>Following a 4 week September settling in period all students to be assessed in each subject to allow gaps in knowledge to be known at an individual and subject specific level.</p> <p>Year 8 to 11 – little additional cost</p> <p>GLS Assessments: Baseline assessments to assess and tailor appropriate provision, support and intervention for Year 7 cohort in the absence of SATS. (£1,854)</p>	<p>AWE and RTH</p>	<p>Christm as 2020</p>	<p>Assessments were carried out successfully in Autumn and summer term for Y7-10. March and Dec assessments were also used for Y11. Assessment points allowed gaps in learning to be identified and rectified.</p> <p>Retrieval starters and foundation work before moving on to additional concepts are being used by departments to rectify gaps in learning. Where individual students have additional gaps bespoke intervention work is being carried out.</p> <p>GL assessments will be used again in 2021-2022.</p> <p>As above Key Stage 3 progress data from Summer 2021 compared to November 2019 (pre-pandemic) is very similar, with most subjects showing progress in line with past performance or with improvements. Exceptions are languages, Drama and Art, which were more difficult to continue virtually, additional opportunities for these subjects will be given in the 2021-2022 academic year, alongside a Performing Arts summer school in July 2021.</p> <p>In Year 10 (July 2021 data) subjects where additional interventions are needed include Computer Science, French, HSC, BTEC Sport and to a degree Business, Geography and Art.</p>
<p>Transition support</p> <p>Children who are joining school from different settings or who are beginning secondary school September 2021 have an opportunity to become familiar and confident with the setting before they arrive.</p>	<p>A 360 interactive virtual tour of Wombourne High School is arranged and shared with all new-starters.</p> <p>Teaching staff sent from Wombourne to feeder schools to deliver transition sessions and to support some teaching.</p>	<p>RTE</p>	<p>Christm as 2020</p>	<p>These strategies, in addition to increased time with tutors in September 2020 helped transition.</p> <p>Similar strategies, alongside a summer school, will be used to ease transition in 2021-2022,</p>

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	Cost of 3D tour circa £500. 15 days of additional teacher time to go into primary schools, circa £3000.			when again there are no transition days due to Covid restrictions.
Total budgeted cost				Circa £65 000 (estimate autumn 2020)
				July 2021 – total cost £71 854

ii. Targeted approaches: 1:1 and small group tuition, interventions, extended school time,			iii.	
Desired outcome	Chosen action/approach	Staff lead	Review date?	Impact (July 2021)
<p>Extended day</p> <p>Extended school timetable to provide additional time for students to access the curriculum</p>	<p>Increase the provision of English and Maths teaching at KS3</p> <p>Extend the school day at KS4 and provide additional time across the curriculum</p> <p>Costed within the teaching and learning section</p>	JRI	Spring 2021	<p>The extended teaching time and the focus on Core subjects, alongside the virtual lessons, was effective.</p> <p>As explained above: Key Stage 3 progress data from Summer 2021 compared to November 2019 (pre-pandemic) is very similar, with most subjects showing progress in line with past performance or with improvements. Exceptions are languages, Drama and Art, which were more difficult to continue virtually, additional opportunities for these subjects will be given in the 2021-2022 academic year, alongside a Performing Arts summer school in July 2021.</p> <p>In Year 10 (July 2021 data) subjects where additional interventions are needed include Computer Science, French, HSC, BTEC Sport and to a degree Business, Geography and Art.</p>

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<p>Extended Year</p> <p>Holiday work to provide additional time for groups of learners to fully complete courses</p>	<p>KS4 classes during November, February and May half terms and Easter school. Classes to focus firstly on practical courses prioritising Y11 examined elements in November. Later in the year a focus on other subjects including Core.</p> <p>Costing approximately £2500 per holiday assuming 5 different sessions per half day, classes running for the full 5 days of half terms and at least 1 week at Easter. Circa £10 000</p>	<p>GSM</p>	<p>Summer 2021</p>	<p>November holiday work was effective, with a wide variety of sessions provided, good student engagement and good progress with key students.</p> <p>February holiday work couldn't take place due to the national lockdown.</p> <p>Easter school was less effective than November. A fairly wide variety of sessions were offered, but student attendance was poor. The May holiday was therefore only used for a very small number of students where additional teacher time for students was critical for exam success.</p>
<p>Small group intervention work</p> <p>Catch up intervention classes in small groups for students with their teachers after school.</p>	<p>Where assessments show students have fallen behind their peers, potentially due to lack of access of virtual learning, students will be invited to 6 week intervention courses. These will be run in small groups after school. Teachers will be paid to deliver these due to familiarity with students and detailed knowledge of the school's curriculum. Starting from November 2020 once all assessments are complete.</p> <p>Assume 18 weeks, assume 4 classes per night, assume 1 hour and teachers paid an additional £15. Cost circa £5400</p>	<p>AWE and RTH</p>		<p>These intervention classes were not significantly used due to staggered ends to the days, coach transport home and additional school lockdowns.</p>
<p>Total budgeted cost</p>			<p>£15 400</p> <p>Holiday work costed at £4624 rather than £10 000 No spending on small group intervention work</p>	

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Cost therefore £4624 rather than £15 400

iv.	v. Wider Strategies – supporting parents, access to technology, summer schools			
Desired outcome	Chosen action/approach	Staff lead	Review date?	Impact (July 2021)
<p>Counselling within school</p> <p>Support of students with mental health difficulties</p>	<p>School counsellor to be on site 1 day a week (£1854)</p>	<p>JCR</p>	<p>Summer 2021</p>	<p>Students came back to school in September 2020 without significantly greater mental health needs to previous years. However, the January lockdown did have an adverse effect on students and their families and the use of the counsellor, and student support staff, was significantly increased from March 2021.</p> <p>Additional student support staff (1 per year group, so an extra 2 members of staff) were deployed from Easter 2021.</p> <p>The school counsellor could not offer additional time in the 2020-2021 academic year, but this is being explored for the 2021-2022 academic year.</p>
<p>Year 7 social skills activities</p> <p>High ropes activity day</p>	<p>Provide additional opportunities for transition work at the beginning of Year 7 in the absence of normal school visit activities. Increased tutor activities including High Ropes activity day (£3000)</p>	<p>RTE</p>	<p>Summer 2021</p>	<p>Extra tutor activities and time took place but students weren't able to go on a visit due to restrictions and availability.</p>

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<p>Access to technology/software</p> <p>Learning resources outside of school time</p>	<p>Resources provided to ensure students can make rapid progress on the curriculum outside of school time. Hegarty Maths £1500 for all students Tassomi Science £3000 for selected students Lexia £1283 for selected students</p>	<p>AWE/RT H</p>	<p>Summer 2021</p>	<p>Hegarty and Lexia have been used effectively. A trial has taken place for Tassomi in Science and English departments and this package will be rolled out to increased numbers of students in 2021-2022.</p>
<p style="text-align: right;">Total budgeted cost</p>			<p>£ 10 637</p> <p>High ropes spending not used Tassomi spending not used this year, a free trial was used, this programme will be used for all students in English and Science in 2021-2022 costing £4248</p> <p>Cost therefore £4637 rather than £10 637</p>	
<p style="text-align: right;">Total cost of all measures listed</p>			<p>£91 037</p> <p>Total funding used in 2020-2021 was £81 115</p>	
			<p>Cost paid through Covid Catch-Up</p>	<p>£72 136 total</p> <p>£2456 used in 2020-2021, £69 680 used in 2021-2022</p> <p>Many of the initiatives detailed above will be continued into the 2021-2022 academic year, particularly the reading catch up programme that utilises 2 additional members of staff, therefore £69 680 from the catch Up budget will be carried forward to fund this in 2021-2022 and the school budget was largely used to fund the above initiatives in 2020-2021</p>
			<p>Cost paid through charitable donations</p>	<p>£</p>
			<p>Cost paid through school budget</p>	<p>£78 969 used in 2020-2021</p> <p>Catch-Up Covid subsidised by this amount in 2020 – 2021 to allow continuation of Covid Catch Up reading programme in 2021-2022</p>

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