Catch Up Premium (COVID-19)

STANTONBURY
International School

Summary information			
Total number of eligible pupils:	1384	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£110720		

Strategy statement

Nationally, our children have experienced serious disruption to their education as a result of the COVID- 19 pandemic. Children who come from vulnerable and disadvantaged backgrounds are, unfortunately, the most effected. The impact of lost time in education is substantial and as a school, we must make a concerted effort to close the gap for all children in our school – academically, emotionally and socially.

We are implementing the following strategies to support pupils catching up due to the deficit caused by COVID-19

Teaching and whole school strategies

- *Enhancing quality first teaching and support for pupils most impacted by the pandemic*
- *Pupil assessment and feedback*
- *Transition support*

Targeted approaches

- *One to one and small group tuition*
- *Intervention programmes*

Wider strategies

- *Supporting families and the school community*
- *Access to, and application of, technology*
- *Pastoral support and well-being programmes*

The overall aims of our catch-up premium strategy is as follows:

- o *To reduce the attainment gap between our disadvantaged pupils and their peers*
- o *To raise the attainment of all pupils to close the gap created by COVID-19 school closures*
- o *To address the academic, social and emotional needs of pupils most affected by COVID-19*
- o *To ensure the curriculum offer remains broad and balanced for all pupils*
- o *To ensure that all pupils, especially disadvantaged and SEND have access and equity to high quality education*
- o *To ensure resource (financial, human and physical) reach pupils who most need it.*

Barriers to future attainment	
Academic barriers:	
A	Staff need to develop a greater understanding of student's mental health needs in order to be able to help and support those who may have been affected adversely by closures and Covid 19.
B	Ascertaining where all students are in relation to their target grades and any gaps as a result of disruption caused by COVID-19.
C	Determining strategies and support which develop greater resilience and self confidence in students impacted by COVID-19.
D	Disruption due to 'bubble' closures and interrupted classroom learning.

Additional barriers	
External barriers:	
D	Home learning access to be developed further during this academic year to improve access to learning at home for all students.
E	Students may struggle to settle back into school and class routines due to COVID 19 and lack of structured learning experiences since school closures in March 2020.
F	Families struggling to support students' learning at home due to a range of contextual factors.

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Planned expenditure for current academic year

<table>
<tr>
<td colspan="6">Quality of teaching for all pupils</td>
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<tr>
<td>Action</td>
<td>Intended outcome and success criteria</td>
<td>What's the evidence and rationale for this choice?

(Including EEF/DfE Recommendations)</td>
<td>How will you make sure it's implemented well?</td>
<td>Staff lead</td>
<td>When will you review this?</td>
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<tr>
<td>Baseline testing and subject intervention plans (Priority year groups – 13, 11, 10 and 7)</td>
<td>Gaps in previous learning are closed</td>
<td>Faculty leaders and classroom teachers understand content previously covered and will be able to use baseline testing to ascertain what gaps there are in prior knowledge and skill. They will be best placed to adapt schemes of learning in the planned curriculum to address those gaps.</td>
<td>Faculties will adopt a DTT approach (diagnosis, therapy, testing).

Faculty leaders will standardise baseline tests; conduct moderation sessions in faculty meeting time and monitor classroom-based intervention through regular learning walks, book-looks, student voice and assessment data analysis.

SLT line managers will quality assure the standardising of baseline assessment and review the impact of subject intervention plans, using the AIN approach.</td>
<td>SL</td>
<td>Half Termly</td>
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All staff to receive ongoing CPD in relation to feedback strategies used both in the classroom and remotely, to ensure that students know how to improve and close gaps	All staff to have the opportunity to engage in a range of CPD which develops teaching practice and therefore benefits the provision on offer to the children. • Staff engage in a wide range of CPD and work together across Trust schools to enrich the school curriculum regardless of current limitations. • Shared expertise and experience create positive support networks for teachers and empowers their development.	• Supporting great teaching • Providing opportunities for professional development • Providing opportunities for mentoring and support • Providing opportunities for IT specific training and development	• CPD sessions with opportunities to share and reflect on impacts made by engagement with CPD and how to improve further • Moderation, assessments and lessons show impact of CPD in children's learning.	JB	Half Termly
Strategic staff deployment by Heads of Faculty. Frequent evaluation of T&L, and student outcomes to ensure that gaps are addressed through lesson delivery and intervention.	Leaders to continuously support teaching staff in the planning and delivery of lessons to support targeted teaching and assessment. • Staff are supported in the planning and delivery of lessons which target specific groups who have gaps in learning.	• Supporting great teaching • Providing opportunities for professional development • Providing opportunities for mentoring and support	• Moderation, assessments, and observations of teaching provide opportunities for curriculum development and evidence progress of students.	SL	Half Termly
• Total Budgeted Cost				£43814	

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Targeted support for specific groups of pupils					
Action	**Intended outcome and success criteria**	**What's the evidence and rationale for this choice? (Including EEF and DfE recommendations)**	**How will you make sure it's implemented well?**	**Staff lead**	**When will you review this?**
A-Level/ Core GCSE revision guides and workbooks provided	All students to have access to a wide range of material needed to support independent study, revision of previous topics and periods of remote learning • Students in Y11 and 13 access the curriculum and make progress towards target grades	Exam board-specific guides provide students with the relevant material needed to revisit previous learning. Workbooks include model answers and exam-style tasks to complete. Students can access these guides in the classroom as an additional support tool, and at home for independent study.	Faculties will adapt plans to include content from purchased revision guides in lessons, ensuring that students are familiar on how best to use them independently. Homework tasks will also be set using these resources.	MS	w.13
Google Classroom in use for all subjects and year groups	All teachers to have classes set up on the Google Classroom platform • Platform in use for both homework and class activities • Students can access the platform, engage and submit work	Google classroom allows students to continue accessing the curriculum from home. Students can complete lessons, complete assessment tasks and receive feedback on their learning.	Students who do not have access to equipment or internet to be given a laptop and dongle. All students issued with log in details. HODs will monitor engagement and provide updates to pastoral teams and SLT, ensuring that disengagement concerns are raised promptly and students are targeted for support.	JB/BW	w.6

Bespoke lessons available through breakout sessions on Google Classroom	All students learning remotely continue to follow the curriculum and receive regular feedback from their teacher • Students access 'live' lessons and complete work set • Student receive frequent feedback and improve their work as a result	Students who are continuing their learning at home need ongoing support from their teacher. Live lessons will be incorporated into the home-learning timetable. Live Q&A feedback sessions with the teacher will also be available so that any misconceptions can be addressed. This will also ensure student/teacher relationships are maintained during any prolonged periods of home-learning.	Students who are continuing their learning at home will be provided with bespoke live lessons, in order to ensure that progress is made through virtual face to face teaching. Subject leaders will deploy teachers effectively ensuring that lesson delivery is of high quality. SLT line managers will also quality assure live lessons by attending remotely.	SL/JB	Half termly
Laptops are provided to identified 'at risk' y11 and 13 students	All 'at risk' students in y11 and 13 have access to technology and online platforms • Students access Google Classroom and a range of online resources to enhance learning	A flipped learning approach will be developed across subjects. Laptops will be needed so that students can preview learning and prepare for lessons in advance.	The progress of targeted 'at risk' students will be closely monitored during 'assertive mentoring' sessions.	BW	w.13
Read Write Inc used for y7 intervention	Reading ages are in line with chronological ages	This is a targeted support package designed to accelerate progress for students working significantly below age-related expectations.	A team of qualified English teachers will be given training on this package directly from the providers. Timetabled sessions will ensure that targeted students experience high quality delivery of the	CT	Half termly

Maths Mastery in place for year 7 students	Minimum targets in maths are met	Maths Mastery provides the resources needed to bridge any gaps between the primary and secondary maths curriculum.	All students will be provided with workbooks. Teachers will use Maths Mastery as starter tasks in all y7 lessons. Any misconceptions will be addressed in the lesson, using a 'live marking' approach. The TLR post-holder for Maths Mastery will coordinate the quality assurance of how the programme is utilised and evaluate impact.	FM	Half termly
Adjust counsellor's contract to be increased by 1 day, dedicated to PA students and their families	Attendance improves to be in line with current national average; PA reduces to be in line with current national average	Additional time needed for staff to effectively remove barriers and work with key families.	Actions to be tracked weekly, impact evaluated every 3 weeks – shared with SLT link (BWI)	BW	Every 3 weeks
Total Budgeted cost				£36906	

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Other approaches to address COVID deficit					
Action	**Intended outcome and success criteria**	**What's the evidence and rationale for this choice?** **(Including DFE/EEF Recommendations)**	**How will you make sure it's implemented well?**	**Staff lead**	**When will you review this?**
Ensure students have access to technology	• Refurbish laptops to lend to families in need of devices • Ensure all families have data/ internet connection	As all students return to school, technology could also be valuable; for example, by facilitating access to online tuition or support. If students are learning remotely, they will need technology in place to engage with the curriculum	• Head of School to collate parents requests and respond promptly	BW	3 weeks
• Total Budgeted Cost				£30,000	