

## Marling School COVID Catch-up Premium Report 2020-2021

### SUMMARY INFORMATION

Total number of pupils:	778	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£62240	Number of disadvantaged pupils :	39

### STRATEGY STATEMENT

School's catch-up priorities:

- Exam groups in Year 11 and Year 13 have missed a substantial amount of time in school, as well as key summative assessment at the end of term 6.
- Targeted intervention, as well as broader support, is therefore required for all year groups, but particularly those in key exam groups.
- This can be achieved through a range of strategies; effective curriculum and pastoral support, small group tuition, availability of high quality resources for independent learning
- The precise nature of any targeted intervention will be determined by subject leaders, in conjunction with their Oversight leads, according to the needs of different curriculum areas.
- Intervention sessions work alongside classroom teachers' planning and are adapted according to the targeted students' need.
- Effective catch-up also needs high quality parental communication; investment in resources to facilitate this is a priority
- Maintaining continuity of learning will avoid the widening existing gaps or creating new gaps and both the IT infra-structure and the hardware in the school needed to be upgraded in order to facilitate the increased demand for live-streaming of lessons
- The overall aims of the catch-up premium strategy, are as follows:
  - To ensure that children are on track.
  - To ensure that all students in Years 11 and 13 have access to an appropriately supported curriculum that maintains breadth while maximising their chances of success
  - To ensure that all students have access to high quality resources and equipment for remote learning
  - To raise the attainment and progress of all pupils to close the gap created by COVID-19 school closures
  - To ensure that children regain confidence in their learning, become even more effective independent learners and celebrate success.
  - To ensure that newly qualified staff receive high quality additional support to address any gaps created by their lockdown experience

## Barriers to learning

- › Lack of facilities for live streaming of lessons into and out of classrooms.
- › Lack of key summative data from lockdown period, particularly for current Years 11 and 13
- › No KS2 assessments for the school to forecast potential standards and targets for new Y7 cohort.
- › IT infra-structure unable to cope with increased demand for live streaming (including parental communication), demand from bubbled classrooms for the computing curriculum and students' use of their own devices.
- › Attendance and engagement throughout lockdown was, for some children, inconsistent. These students need to be adequately supported, both academically and pastorally to ensure effective future progress.

## Planned expenditure for current academic year £62240

(note that not all actions listed incur a direct financial cost, but all do provide significant benefit to students)

Targeted Support				
Action	Intended outcome and success criteria What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Increase capacity in pastoral support/study supervision team.	<ul style="list-style-type: none"> <li>• Increased capacity in pastoral support team means that students with high levels of need can be appropriately supported, both pastorally and through effective supervision of study periods released as part of curriculum adjustment.</li> </ul>	<ul style="list-style-type: none"> <li>• Rigorous recruitment process for additional member of staff.</li> <li>• Rigorous identification of students who require an adapted curriculum</li> <li>• Monitoring of pastoral role by SXB/ARW/GCB/APM.</li> <li>• SLT to analyse data from targeted pupils.</li> </ul>	G Balmer A MacDonald E Gray	Feb 2021
Increase capacity in cover supervision team, as well as lowering the threshold for putting agency cover in place.	<ul style="list-style-type: none"> <li>• Any lessons affected by staff absence are effectively covered by experienced supervisors who can support self-isolating staff in delivering a blended learning model. Staff are supported through a minimisation of deployment of rarely cover, thereby facilitating more planning and assessment time for their teaching groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Careful monitoring of staff absence and timely intervention where necessary</li> <li>• Training of cover supervisors and regular supply staff</li> </ul>	G Balmer A MacDonald	Feb 2021

Invest in various aspects of IT infra-structure and hardware.	<ul style="list-style-type: none"> <li>• School's bandwidth increased, therefore facilitating improved conditions for live-streaming, as well as access to wireless network in school.</li> <li>• All classrooms equipped with cameras and tripods for livestreaming and for use as visualisers.</li> <li>• Purchase of additional hardware for disadvantaged students to allow them access to remote learning</li> <li>• Purchase of additional mobile technology to support use of IT in lessons slwhile maintaining the integrity of year group bubbles.</li> <li>• Purchase of additional software to support effective delivery of parents' evenings and other parental information events.</li> </ul>	<ul style="list-style-type: none"> <li>• Training for staff in use of equipment.</li> <li>• Monitoring of bandwidth needs by IT support manager.</li> <li>• SLT to analyse data from targeted pupils.</li> </ul>	A MacDonald	Feb 2021
Provide additional English and Mathematics support and intervention for students with a particularly high level of need.	<ul style="list-style-type: none"> <li>• Targeted support in this area would benefit the students across the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• Deployment of highly experienced staff to operate sessions</li> <li>• Close liaison with relevant HoDs</li> <li>• Monitoring from SLT Oversight leads</li> </ul>	A MacDonald G Balmer J Dale	Feb 2021
Set up a coordinated after school intervention programme for Year 11 and Year 13.	<ul style="list-style-type: none"> <li>• Ensuring that students benefit from expert additional support in subject areas, targeted according to their specific needs</li> </ul>	<ul style="list-style-type: none"> <li>• Centrally coordinated schedule to ensure students have access to the right sessions at the right time.</li> <li>• Time is generated from freed up directed time, thereby meaning that Marling staff, who know the students best, are delivering the sessions.</li> </ul>	A MacDonald R Reid G Balmer	Jan 2021
Fund training in mental health and wellbeing for a lead member of the pastoral team to then deliver to all staff.	<ul style="list-style-type: none"> <li>• The impact of lockdown on children's mental health and wellbeing is well documented. Expertise in this area is therefore vital to support student progress moving forward.</li> </ul>	<ul style="list-style-type: none"> <li>• Training of pastoral support workers by lead member of staff, so they can provided high level support to students in need.</li> </ul>	J Dale A Wilson	Feb 2021
Provide additional high quality support for newly qualified teaching staff	<ul style="list-style-type: none"> <li>• Newly qualified teachers receive additional development opportunities, and experienced support in the classroom, thereby promoting student progress and providing a lasting impact on teacher expertise.</li> </ul>	<ul style="list-style-type: none"> <li>• Careful selection of appropriate colleague to provide support</li> <li>• J Dale to provide liaison and an overview to ensure that teachers' individual needs are supported.</li> </ul>	J Dale	Feb 2021

Purchase additional online subscriptions to support the curriculum across both subject and age ranges.	<ul style="list-style-type: none"> <li>• Blended and remote learning is supported.</li> <li>• Resources can be used to set up personalised support packages for students.</li> <li>• The setting and monitoring of homework and assessments in a COVID secure way is facilitated.</li> </ul>	<ul style="list-style-type: none"> <li>• HoDs to identify resources and submit an application for funding to be approved by SLT</li> <li>• Monitoring of use of packages by Oversight leads</li> </ul>	A MacDonald	Feb 2021
Purchase of structured resources for use with students whose GCSE curriculum is adapted from the standard 10 GCSEs	<ul style="list-style-type: none"> <li>• Students have a structured programme of study to work on during supervised study periods created by any potential adaptation to their curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• HoDs to identify resources and submit an application for funding to be approved by SLT</li> <li>• Monitoring of use of packages by Oversight leads</li> </ul>	A MacDonald	Feb 2021
Ensure that Y7 CATs tests are delivered in a fully invigilated manner	<ul style="list-style-type: none"> <li>• In the absence of SATs data the CATs results are essential for informing the school about future targets for this cohort of students.</li> </ul>	<ul style="list-style-type: none"> <li>• Experienced invigilation staff used to support process. Head of Year 7 also involved to support.</li> </ul>	R Reid	Dec 2020
Provide a second set of fully invigilated mock exams for Years 11 and 13	<ul style="list-style-type: none"> <li>• Additional assessment data for teachers allows them to support and intervene to greater effect.</li> <li>• Providing students with additional experience of exams will support their preparation.</li> <li>• Mock exams will provide key evidence trail for any potential CAGs that may need to be awarded.</li> </ul>	<ul style="list-style-type: none"> <li>• Fully trained invigilation team to coordinate exams</li> <li>• Overview from SLT Lead</li> <li>• INSET time released to support moderation of marking</li> </ul>	A MacDonald	Dec 2020
Purchase of additional key items, such as fixed and moveable write-on boards, mini whiteboards and pens, for bubbled classrooms	<ul style="list-style-type: none"> <li>• Items such as mini whiteboards are essential in supporting teachers' ability to gauge student understanding while maintaining social distancing.</li> <li>• The restriction of bubbled classrooms meant that a more standard 'Marling classroom' needed to be developed to be fit for purpose for a broad range of subjects.</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring of classroom needs by site team and support staff</li> </ul>	J Dale	Jan 2021