



Coronavirus (COVID 19) Catch Up Premium

Allocation of funds:

The coronavirus (COVID 19) catch up premium is calculated on a per student basis and will provide WGSB with a total of £80 additional funding per student in Year 7 through to 11 for one year.

Total expected: £58,480

Payment Schedule:

Payment 1	Autumn 2020	Initial part-payment based on latest available data regarding number on roll
Payment 2	Early 2021	Based on updated student data – October Census. Total paid up to this point will not exceed £46.67 per student.
Payment 3	Summer Term 2021	Remaining payment per student of £33.33

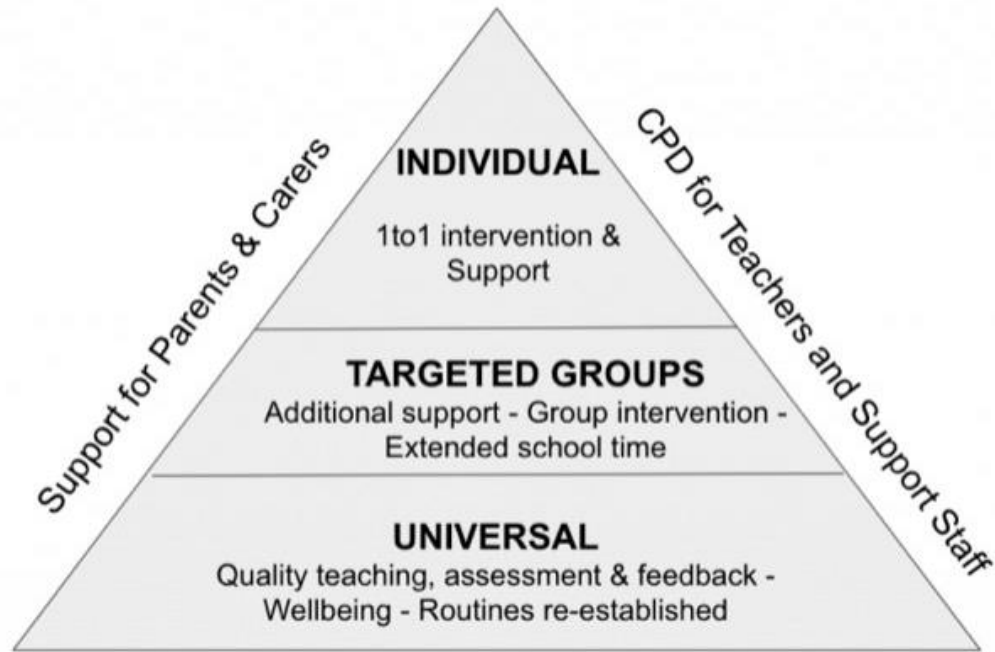
Use of funds:

WGSB intends to use this additional funding for specific activities to support students to catch up for lost teaching time in line with the curriculum expectations published by the DfE on 2nd July 2020. WGSB will also utilise the additional funding to support students for whom socio-emotional issues are providing barriers to learning. The plans made by WGSB will not compromise our broad curriculum, but instead will be based upon the educational and pastoral needs of our pupils. WGSB intends to spend this funding in the most appropriate manner for its cohort and circumstances. It is also essential to consider how to align chosen approaches with Pupil Premium spending and broader school improvement priorities.

Funds will be designated to one of three strands, which will underpin the WGSB catch up strategy.

- Teaching and Whole School Strategies
- Targeted Support
- Wider Strategies

A variety of strategies pitched at different levels from universal to individual will allow the most progress to be made in terms of catch up.



Focus 1: Teaching and Whole School Strategies

Ensuring consistently high-quality teaching and learning offers the best opportunity to close any gaps that have emerged due to school closures.

Strategy/Approach	Suggestions	Cost	Led By	Reach	Expected impact
Consistency in teaching and learning across the school	<ul style="list-style-type: none"> Clearly focused CPD – targeted on Research <p>These include;</p> <ul style="list-style-type: none"> Retrieval Practice Marking and assessment Homework/independent learning Stretch and Challenge Rewards and Grades Differentiation Behaviour Leadership 	£0	EP and SLT	ALL	<ul style="list-style-type: none"> High quality teaching and learning will ensure the progress of all learners Developed retrieval of knowledge extending to developed analytical responses Clear and purposeful homework practice Developed understanding of teaching the most able Improved practice for supporting students High quality teaching which continues to improve behaviour
Whole school support resources	Knowledge organisers shared with all Year groups	£2000	EP	ALL	<ul style="list-style-type: none"> Key support materials to ensure students are aware of where their gaps are and seek help as appropriate
Support sessions	As appropriate, run TEAMS support and revision sessions	£0	MB/LW	ALL	<ul style="list-style-type: none"> To support students in a COVID secure way
Range of CPD and training opportunities	<p>Could include;</p> <ul style="list-style-type: none"> Effective Assessment and Feedback Curriculum Planning PLCS NPQ - courses 	£0	MB/LW.SE	ALL	<ul style="list-style-type: none"> A range of professional development opportunities and necessities will ensure staff are fully supported and well equipped to address the challenges faced this academic year

	<ul style="list-style-type: none"> • ITT and NQT specific training • TEAMS Training • ASCL 				and support progress and catch up
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Focus 2: Targeted Support					
Targeted, personalised support and intervention is essential to ensure that those students who have fallen furthest behind are offered the best possible chance of catch up.					
Strategy/Approach	Suggestions	Cost	Led By	Reach	Expected Impact
1-2-1/Small Group tutoring	English focus to support cross-curricular literacy. <ul style="list-style-type: none"> • Y7/8 small group work in Library lessons (TF) – shared reading • Create set 7 in Y11 English (CK to teach) 	£10k	EP/ BH	Targeted Group	<ul style="list-style-type: none"> • EEF research-based evidence suggests that 1-2-1 and small group tutoring can add the equivalent of 5 months learning • Focus on Y7 transition and KS4 which have less time to close gaps. • Target support for students
	Maths JM to provide additional online support	£0	HL	Targeted Group	
Curriculum Adaptation	To be confirmed in January 2021 to support lockdown	TBC	PA/MB	Specific subjects	•
'Trauma Support'	Could include: <ul style="list-style-type: none"> • CAMHS • Time2talk • Pastoral Mentoring • Mental Health First Aid Training 	£5k £2k	All – 15 staff trained in terms 1 and 2	Targeted groups – individual	<ul style="list-style-type: none"> • Will ensure that the well-being and mental health of students within the school is a consistent priority and that where possible,

	<ul style="list-style-type: none"> • Kooth • Supervision of support managers • Trailblazers • DSL training for HoY 	£2k			students are getting the support they need
Close the Year 7 Gap	<ul style="list-style-type: none"> • Utilise CATS and baseline findings to determine small group intervention sessions for Year 7 Catch Up in the core 	Already included above	HoY/ MB	Year 7	<ul style="list-style-type: none"> • Gaps will be identified and addressed ensuring students are 'caught up' before Year 8
Laptop/IT purchasing for students	Laptops, microphones and dongles purchased for students to learn remotely	£9k	MH/ PA/DH	All years	<ul style="list-style-type: none"> • Ensuring all students can access support even if not PP students. (Jan 2021 – 43 students had used this support)
Purchasing equipment for staff to improve online delivery	Ongoing	£2k			<ul style="list-style-type: none"> •
Other Interventions	<p>Could include:</p> <ul style="list-style-type: none"> • GCSEPod • TEAMS resourcing 	£1.5k	MB - TBC	Year 11	<ul style="list-style-type: none"> • A program of interventions will follow assessment to ensure interventions are precisely targeted. • Broader school priority to raise standards in GCSE outcomes

Focus 3: Wider Strategies

WGSB is clear that a range of wider strategies are required to support students, parents and carers in the aftermath of school closure.

Strategy/Approach	Suggestions	Cost	Led By	Reach	Expected Impact
Supporting teachers who are shielding	Cover for shielding teacher (JS) to support learning when she delivers live lessons from home (T1&2) plus other short-term self-isolating teachers	3k (12.21/hour)	CG	DT classes + various	<ul style="list-style-type: none"> Loss of learning impact to be minimized during these absences
Attendance Interventions	Could include: <ul style="list-style-type: none"> 'Learning Attendance' to be celebrated rather than in school attendance? 	£0	AS	Universal	<ul style="list-style-type: none"> Attendance and engagement in remote learning will promote progress and catch up
Transition Events	Already in place on calendar Additional Sixth Form Open events and IAG	£0	All	Universal, Targeted year groups	<ul style="list-style-type: none"> Dedicated transition events are likely to ensure students, parents and carers are informed and ready to start the new school year
Purchasing resources to bridge the gap	<ul style="list-style-type: none"> Science Revision Guides Maths Revision Guides Online text books (various subjects) 	£8k			<ul style="list-style-type: none"> Additional support allows for individualized progress
e-mentoring	Weekly academic and pastoral mentoring provided by CCCU to all Y11 student	£14k	CG/ BR		<ul style="list-style-type: none"> Students access individualized support Better preparation for study skills and revision Support for next steps Bespoke subject support to improve achievement in core subjects

					<ul style="list-style-type: none"> • Research project to look at impact of mentoring for future year groups
Additional resources to support home learning	<p>Could include:</p> <ul style="list-style-type: none"> • Revision materials to be sent home (revision guides, CPG, workbooks) • Ensure access to technology for disadvantaged students (is technology adequate?) • EEF resources 	TBC		Targeted groups – individual	<ul style="list-style-type: none"> • Lack of access to technology and resources provides the greatest barrier to home learning. • Efforts to ensure all students have access to appropriate resources and technology will remove this barrier.

Current planned Spending: 57.5k

What do we want to avoid?

- Knee jerk, ill-informed catch up plans
- High stakes, graded assessment too early in the academic year
- Additional tracking sheets that monitor progress
- An over reliance on professionals that do not know our students