



# HASTINGS HIGH SCHOOL

## COVID CATCH UP PREMIUM STRATEGY

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## COVID CATCH UP PREMIUM FUNDS

The Covid catch up premium is additional funding given to publicly funded schools in England to raise the attainment of all pupils and close the gap created by Covid-19 school closures. The funding is allocated to schools for every child on roll.

This report explains the strategy for how the Covid catch up premium will be spent in order to close the attainment gap created by Covid-19 school closures, including how the approaches we are implementing will contribute to helping pupils to catch up on missed learning.

## POTENTIAL BARRIERS TO FUTURE ATTAINMENT

<b>INTERNAL BARRIERS</b>	<ul style="list-style-type: none"> <li>• In order for pupils disadvantaged by school closures due to Covid-19 to make the same levels of progress as their peers, all staff must have an awareness of who they are and strategies proven to close the gap, in addition to the provision provided in other areas of the school.</li> <li>• In order for staff to provide high quality remote learning, a new way of working, additional CPD will be required.</li> <li>• Some pupils disadvantaged by school closures due to Covid-19 can lack the skills to be independent and can struggle with remote learning and homework completion outside of school. Both of these factors have a negative impact on progress.</li> </ul>
<b>EXTERNAL BARRIERS</b>	<ul style="list-style-type: none"> <li>• Some pupils disadvantaged by school closures due to Covid-19 have lower levels of literacy, as they have fallen behind during this period of time, meaning that they have difficulty accessing lesson content and struggle to make the same levels of progress as their peers.</li> <li>• Many pupils have poor mental health due to Covid-19 itself or due to the isolation they faced as a result. This can lead to poor attendance which has a huge impact on progress.</li> <li>• Some pupils disadvantaged by school closures due to Covid-19 do not have the same access to technology, a quiet space in which to work and other resources, outside of school that many of their peers do. This can create a distinct gap between their progress and that of their peers.</li> <li>• Many pupils have been disadvantaged by school closures due to Covid-19, by having limited access to cultural capital experiences, meaning that they have difficulty relating to lesson content and struggle to make the same levels of progress as their peers.</li> </ul>

## SUMMARY INFORMATION 2020/2021

<b>Pupils on roll</b>	842	<b>Amount of Covid catch up premium per pupil</b>	£80	<b>Total Covid catch up premium budget</b>	£67,360
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## COVID CATCH UP PREMIUM STRATEGY 2020/2021

Interventions and support have been aligned into three categories; Quality first teaching, targeted support and other approaches, in order to achieve the intended outcomes.

### INTERVENTIONS PLANNED 2020/2021

Below is our intended spend of Covid catch up premium funding in the 2020/2021 academic year.

<b>OUTCOME 1</b>	Increased levels of literacy, including reading age and comprehension ability		
<b>SUCCESS CRITERIA</b>	Pupils disadvantaged by school closures due to Covid-19 make the same progress in literacy as their peers		
<b>FUNDING</b>	£20,500		
<b>RATIONALE / BARRIER</b>	<b>METHOD</b>	<b>ACTION / RESOURCES</b>	<b>EXPECTED IMPACT</b>
Some pupils disadvantaged by school closures due to Covid-19 have lower levels of literacy, as they have fallen behind during this period of time, meaning that they have difficulty accessing lesson content and struggle to make the same levels of progress as their peers, leading to difficulty in accessing GCSE exam questions and consequently progress in both key stages.	Quality first teaching and targeted support	<ul style="list-style-type: none"> <li>• Extra individual and small group tuition in English.</li> <li>• Library lessons to promote a love of reading.</li> <li>• Accelerated reader program for all pupils in KS3.</li> <li>• Targeted literacy intervention using Lexia software.</li> <li>• Individual headphones.</li> <li>• Frequent data collection including reading ages.</li> <li>• Timely data analysis to identify pupils requiring intervention and pupils no longer requiring intervention</li> </ul>	<ul style="list-style-type: none"> <li>• Improve literacy at KS3, allowing pupils to make additional progress, leading to additional pupil outcomes at KS4.</li> </ul>

<b>OUTCOME 2</b>	High quality remote learning		
<b>SUCCESS CRITERIA</b>	All pupils make expected progress or better during times of remote learning.		
<b>FUNDING</b>	£9,500		
<b>RATIONALE / BARRIER</b>	<b>METHOD</b>	<b>ACTION / RESOURCES</b>	<b>EXPECTED IMPACT</b>
Some pupils disadvantaged by school closures due to Covid-19 do not have the same access to technology, a quiet space in which to work and other resources, outside of school that many of their peers do. This can create a distinct gap between their progress and that of their peers. This can also be true for staff without devices and the technology to deliver remote learning and live lessons.	Quality first teaching and targeted support	<ul style="list-style-type: none"> <li>• Webcams for every classroom.</li> <li>• Revision guides.</li> <li>• Staff laptops with VPN.</li> <li>• Seneca learning platform.</li> <li>• Pupil laptops where demand exceeds DFE supply.</li> </ul>	<ul style="list-style-type: none"> <li>• All pupils will be able to access high quality remote learning which will close the gap which opened up during the 2020 remote learning period.</li> </ul>

<b>OUTCOME 3</b>	Improved wellbeing, to increase confidence, motivation and aspiration.		
<b>SUCCESS CRITERIA</b>	Pupils disadvantaged by school closures due to Covid-19 make the same progress as their peers		
<b>FUNDING</b>	£37,360		
<b>RATIONALE / BARRIER</b>	<b>METHOD</b>	<b>ACTION / RESOURCES</b>	<b>EXPECTED IMPACT</b>
Many pupils have poor mental health due to Covid-19 itself or due to the isolation they faced as a result. This can lead to poor attendance which has a huge impact on progress.	Targeted support	<ul style="list-style-type: none"> <li>• ELSA training for staff, to be able to support the emotional wellbeing of our pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• Improvement in the attendance and progress of targeted pupils.</li> </ul>
In order for staff to provide high quality remote learning, a new way of working, additional CPD will be required.	Other approaches	<ul style="list-style-type: none"> <li>• Staff CPD</li> </ul>	<ul style="list-style-type: none"> <li>• All pupils will be able to access high quality remote learning which will close the gap which opened up during the 2020 remote learning period.</li> </ul>
Some pupils disadvantaged by school closures due to Covid-19 have lower levels of literacy, as they have fallen behind during this period of time, meaning that they have difficulty accessing lesson content and struggle to make the same levels of progress as their peers.	Targeted support	<ul style="list-style-type: none"> <li>• Tutoring</li> <li>• Targeted, subject/skill specific intervention sessions</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils whose progress has stalled in certain areas will have accelerated progress as a result of the tutoring.</li> </ul>

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Some pupils disadvantaged by school closures due to Covid-19 can lack the skills to be independent and can struggle with remote learning and homework completion outside of school. Both of these factors have a negative impact on progress.	Targeted support	<ul style="list-style-type: none"> <li>Support from a pastoral support specialist, mental health professional or learning support assistant as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils whose progress has stalled in certain areas will have accelerated progress as a result of the support, and will be better equipped to learn independently and outside of the classroom.</li> </ul>