COVID-19 CATCH UP PREMIUM REPORT

2020/21

Wickersley School and Sports College

Covid-19 Catch-up premium spending: Summary

Academy	Wickersley School and Sports College	Allocated Funding (Catch-Up)	£137,760
Number on roll (Total)	1763(Y7-Y11)	Allocated funding (National Tutoring Programme)	
% student Premium Eligible Students	17%	Number in Sixth Form	358

Strategy Statement
At Wickersley the aim of our catch up plans are to: ▪ Support and raise the attainment of the pupils in all subjects and close the gap created by COVID-19 school closures ▪ To reduce the attainment gap between disadvantaged pupils and their peers ▪ Aid their progression into and through secondary school ▪ Particular focus to raising the attainment students reading age. ▪ Also raise attainment in reading and writing. ▪ Also raise attainment in numeracy and maths

The catch up premium strategy will be implemented using the following core approaches:

Quality First Teaching

- Ensuring high quality teaching and learning for all
- Effective and diagnostic assessment and feedback
- Implementation of blended and remote learning policy
- Supporting remote learning for all
- Focus on staff professional development
- High quality one to one and small group tuition
- Academic tutoring

Wider strategies

- Supporting students' social, emotional and behavioural needs
- Planning carefully for adopting a Social and Emotional Learning curriculum
- Communicating with and supporting parents

Barriers to future attainment: Academic barriers	
1	A lack of accurate prior attainment data for cohort 2026 (new Y7) given the cancellation of SATs and extended transition activities.
2	Literacy and numeracy 'gap' on entry
3	Slower rates of progress for students with SEND and those in receipt of Pupil Premium in core subjects
4	Gaps in curriculum coverage throughout lockdown as identified by each Head of Faculty
5	Gaps in retention of knowledge and skills hindering student progress particularly SEND and PP pupils
6	Poor levels of social, emotional and mental health for a significant number of students (including LAC) impacts on behaviours for learning

Additional Barriers: External barriers	
7	Higher rates of absence and persistent absence pre and post lockdown
8	A lack of routine and structure following an extended period away from school during lockdown
9	Covid control measures reducing the opportunity to have contact with parents via traditional methods e.g. parent evenings.

Planned expenditure for academic year 2021-22

Aim	Strategic Action	Led by	Success Criteria	Monitoring and Evaluation	Cost
1. To accurately assess the ability of cohort 2026 with baseline tests and enable staff to plan lessons accordingly	a. Purchase 3x NGRT and NGST tests for all students in Year 7. b. 'No more marking' assessments for year 7 writing baseline. c. Implement baseline testing in Maths d. Implement baseline testing in Maths e. Rigorous analysis and comparison of baseline assessment data with previous WSSC Cohorts. f. Generate realistic yet aspirational target levels for Y7 pupils in all subjects.	NTR	Y7 students will be in the accurate set. Evidence of teachers using baseline data to inform planning and delivery. Effectively identify literacy and numeracy cohorts Ongoing review of data through data collections	**M:** Student progress to be monitored through data meetings after each data collection, starting October 2020 by SLT and leaders of core subjects. **E:** SLT to carry out deep dive MER to assess quality of intervention literacy and numeracy and support for students.	£ 4000
2. To accelerate progress of students requiring literacy intervention	a) Target individual literacy needs through specialist led provisions provided in either 1:1 or small groups to support the development of a range of skills to achieve the aims above. b) To improve reading and writing, other pupils to be	APE & HLT	Literacy, RWI and reading age data to show pupils are narrowing the gap and making progress Data collections to show pupils are narrowing the gap in English data	**M:** Analysis of data collections and results of tests **E:** Observations and work scrutiny to monitor the use of read, write, ink and wider literacy programmes. Student voice to evaluate	£65000

	placed into Literacy Catch up lessons which were delivered by our English Faculty. The School has also invested in training for the delivery of Read, Write, Inc. As a result of this training, students are also targeted to participate in this scheme to drive up reading and writing comprehension skills. c) Offer pupils with particular needs 1:1 support through Personalised Learning.			impact of strategy.	
3. To accelerate progress of students requiring numeracy intervention	a. Identified students to receive additional numeracy lesson. b. Numeracy curriculum to be adapted to ensure all gaps are covered identified from the baselines testing	NTR & DHM	Numeracy assessment data to show pupils are confident at apply the basic numeracy skills Data collections to show pupils are narrowing the gap in Maths data	**M**: Analysis of data collections and results of tests **E:** Observations and work scrutiny to monitor the numeracy programmes. Student voice to evaluate impact of strategy.	£20000

4. To accelerate rates of progress of students including PP and SEND in core subjects.	a. All subjects to develop online learning materials to enable students to engage with learning at home. b. Subjects to purchase c. Pupil Premium Mentor d. Mentoring in English, maths and Science at KS3 e. Mentoring in English and Maths at KS4 f. Specific mentors in English, Maths and Science	THA	Increase attendance of pupils. Increased data prediction and engagement	**M**: Use of Google classroom to analyse student engagement with online learning materials. **E:** QA of online lessons, pupil and parental voice to evaluate the impact of the strategy.	£39000
5. Website packages to support pupils extra learning from home	a. Purchase Mathswatch and Pinpoint learning b. Develop online resources on google classrooms for revision and extra support	HODs	Review engagements and effectiveness through faculty QA	**M**: Use of tracking within the packages to track student engagement with online learning materials. **E:** QA of support packages, pupil and parental voice to evaluate the impact	£800
6. To ensure necessary adaptations to curriculum planning are implemented to address gaps in learning	a. Review plans of all subjects to ensure gaps are covered in new curriculum planning	NTR & FLs	Data collections to review missing curriculum is now embedded Drop down days for year 11 to give extra time to catch on time missed Period 0s and period 5s to enable pupils extra support in small groups to aid gap filling	**M**: Analysis of data collections and mock data to ensure sessions are well targeted and well attended. **E:** Evaluation of student progress data to ensure identified gaps are addressed and sessions have impact.	

7. To enhance existing strategies for memory retention with all students.	a. Review of CPD for teachers to recap strategies and interleaving to promote better retention of information. b. Year 11 parental revision evening to support parents in helping students learn c. Revision support material to aid parents support with revision d. Assign identified students in Y11 a mentor through the Trust academic mentoring programme e. Master classes to be delivered by Directors and FLs, in English, Maths and Science with identified students to help convert 4's to 5's and Grade 7+	KBK & NTR	Students have access to appropriate resources and fully engage with home learning activities. Teachers plan and deliver learning activities that promote development of learning and memory.	**M**: Student voice to determine if the resources are beneficial. **E:** Student data to determine impact.	£1000
8. To ensure appropriate provision for: LAC students & students with SEMH needs	a. Assistant head assigned to lead on supporting pupils with SEMH needs b. LAC mentor to support pupils in all aspects of school c. Lead mentor to review pupils in needs, to meet with parents and additional	HAN & VLG	Improved outcomes, attendance and effort for LAC students. To ensure all students in Y11 leave with qualifications in core subjects.	**M:** HAN to line manage and QA PEPs. **E:** LAC reviews and input from virtual school =reviews and student voice to evaluate the quality of support from mentors and tutors.	£30000

	service to decide on the best action for each student and then monitor and adapt plans			
9. To ensure all students can access Google classrooms and other online learning resources.	a. All teachers to model how to access subject specific resources for students during on-site lessons. b. Parental guide to support pupils with online learning whilst isolating c. Chrome books available for any pupils isolating that don't have a device.	KBK & THL	All students are able to access Google Classrooms and online learning materials provided by the school. As a result the vast majority of students engage with their learning.	**M**: Use of online learning to be monitored by HoF through attendance and homework completion data. **E**: Student and parental voice carried out to evaluate the success of the self-help materials. Guidance refined and modified accordingly.	
			Total cost of Quality of First Teaching & Bespoke Support	**£159,800**

Aim	Strategic Action	Led by	Success Criteria	Monitoring and Evaluation	Cost
10. To reduce the negative impact of Covid, as much as possible, on attendance and PA.	a. Attendance reviewed weekly b. Action plan in place from attendance team and pastoral team to increase pupils attendance	SEY	Attendance at a similar level to the last academic year or better. Weekly data report to review impact on actions	**M:** Weekly attendance data used to monitor impact of actions. **E:** Link meetings with THA and Governors to evaluate the impact of strategies.	
11. To have access to an online parents evening package	a. Parents evenings to be run online all year for each year group to ensure the same contact with parents but remotely	MTR	Attendance to be the same or higher to a normal parents evening. Feedback from parents after each evening	**M:** SLT link meetings used to monitor the implementation and engagement with the programme. **E:** Student, staff and parental voice to evaluate the impacts.	£1500

| 11. Lack of routine and structure | a. Purchase equipment packs for all students to use on site and remove any barriers to learning.
b. Pastoral curriculum being delivered with a focus on developing learning behaviours, positive attitudes and wellbeing.
c. Daily form time ensures pupils are prepared for the day.
d. Weekly assemblies promote routine and structure.
e. Regular wellbeing sessions promote 5 steps to wellbeing.
f. Subject and pastoral rewards are embedded to promote routines and positive learning behaviours.
g. Introduction of Wickersley Way to embed expectations
h. Introduction of pledges to promote personal development | DBN & HAN | All pupils have the resources needed to fulfil their curriculum

Review with pupil voice, wellbeing and positive attitutes

Pastoral MERs to review impact

Review number of pledges gained. | **M**: Link meeting with HoF to monitor use of resources and agree next steps.

E: Staff and student voice to evaluate the impact of Chromebooks. | £1500 |

Total cost of wider strategies	Total Cost £3000	
Total cost of catch up plan	Overall Cost £162,800	