Catch-Up Premium Plan
Nether Stowe School

Summary information					
School	Nether Stowe School				
Academic Year	2020-21	**Total Catch-Up Premium**	£46,760	**Number of pupils**	636

Guidance
Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge. Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11. As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.

Use of Funds	EEF Recommendations

Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on curriculum expectations for the next academic year.
 	
Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.
 	
To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a coronavirus (COVID-19) support guide for schools with evidence-based approaches to catch up for all students. Schools
	The EEF advises the following:
	
	Teaching and whole school strategies
	    • Supporting great teaching
	    • Pupil assessment and feedback
	    • Transition support
	
	Targeted approaches
	    • One to one and small group tuition
	    • Intervention programmes

should use this document to help them direct their additional funding in the most effective way.

- Extended school time

Wider strategies
- Supporting parent and carers
- Access to technology

Identified impact of lockdown	
Literacy/ English	- Specific content has been missed, leading to gaps in learning and stalled sequencing of learning. - Pupils still have an appetite for literacy and lockdown has not affected their attitudes however they are quite simply, 'behind'. - Reading skills have suffered – in particular, inference skills and the ability to make cogent and detailed connections between texts. - Greater need to scaffold and support extended writing skills. - Engagement with and understanding of literary texts in KS4
Maths/ numeracy	- Content has not been delivered, resulting in some regression in the knowledge and application of key skills and attendant impact on progress. - Misconceptions surrounding key knowledge, skills and concepts, requiring specific re-teaching - Need for greater modelled and guided learning to support understanding of process and technique. - Need to substantially revisit and reteach specific programmes of study
Science	- Significant gaps in knowledge across many areas of the curriculum, but significantly in KS3. - Pupils have had limited access to the 'higher' end concepts and content as time has been committed to reinforcing and embedding core curriculum knowledge and checking through targeted assessment - Access to ability to run practical experiences of Science and limited capacity for CPAC assessments at A Level
Non-core	- Significant gaps in knowledge – in many subjects, whole units of work have not been taught meaning that children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. - Children have also missed out on the curriculum experiences, for example, trips, visitors and powerful curriculum moments.
Emotional support and well-being	- Gaps and missed opportunities in careers and pathways advice - Significant increase in safeguarding concerns and referrals to complementary support agencies - Significant barriers to engagement with school and concerns over attendance and growth in persistent absence - Growth in social and emotional barriers to learning and trauma experienced by pupils. Increased insecurity and anxiety, especially in exam-age pupils resulting in corresponding manifestation in challenging behaviours. - The requirement of substantial CAMHS support for bereavement and where pupils have experienced significant trauma.

Planned expenditure - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools)				
i. Teaching and whole-school strategies				
Desired outcome	**Chosen approach and anticipated cost**	**Impact (once reviewed)**	**Staff lead**	**Review date?**
Supporting excellent teaching: Leaders and staff have sufficient capacity to review, evaluate and implement curriculum planning and change	Specific COD time allocated to departments to provide opportunities for curriculum review and facilitate effective joint planning.	CPD plan in place to facilitate joint planning and evaluated via staff feedback	GLJ SPC	Every HT
Effective ongoing staff CPD is in place to ensure that staff are confident in delivering the curriculum, be that face-to-face or through remote learning.	All staff are allocated a trained professional coach and CPD programme is bespoke to individual staff training needs and requirements.	PDM (professional development meeting) structure in place and formally evaluated with staff in Term 1	SPC	Every Term
Staff workload is deliberately reduced to aid well-being and support responsive, well-designed and highly effective teaching	Reduce directed time to allow teachers to focus on good quality teaching and learning and assessment. Time allocated to prioritise joint planning and curriculum review opportunities	Directed time rationale shared with staff and reviewed at end of Autumn term for impact. Adjustments made, where required.	GLJ SPC	Every Term
Quality assurances process are focused on identifying and sharing good and best practice to consistently improve the quality of curriculum delivery	Quality assurances process are aligned to whole-school priorities. All middle leaders provided with specific training and coaching support to develop quality assurance and verified through external evaluation of curriculum impact through ATLP LAT	Regular SLT QA review undertaken each week to review T&L across whole school and QA priorities amended for ongoing QA. Evidence shows close alignment of T&L with school priorities and effective delivery of curriculum	GLJ SPC	Weekly
Teaching assessment and feedback Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments.	Utilise frequent low stakes testing to quickly identify gaps in learning and to support the shape and development of future teaching strategies Utilise whole-class feedback to inform the joint and collaborative planning of upgrade lessons	FQA: frequent low stakes testing is regular feature of majority of lessons. Whole-class feedback is used to amend curriculum and planning accordingly. CPD undertaken in Autumn Term where areas for development identified.	SPC	Weekly
	Develop moderated and standardised mid-point progress check assessments for all subjects. Ensure analysis from	Analysis of assessments undertaken after each assessment	SPC	In line with assessment calendar

	assessments informs and shapes future teaching and curriculum content.	and utilised to shape curriculum and teaching		
Data-driven instruction is utilised to ensure assessment and feedback is powerfully targeted at the needs of the pupils.	Undertake staff training on data-driven instruction (DDI) Directed time allocated to data-driven instruction within all departments to facilitate appropriate re-teach activities.	Staff training undertaken. DDI strategy in place across all depts and trials undertaken in term 1. Further development opportunities required to fully embed.	SPC	Every HT
Transition support Gaps in learning are quickly identified and appropriate support is implemented to address the gaps, especially in English and Maths.	Year 7 to undergo baseline testing. Standardised tests for English and in-class testing for Maths.	Baseline testing undertaken with Year 7 (Oct 2020)	AS DS	Termly
Highly tailored assessment is used to identify where pupils may need additional support	All subjects undertake baseline assessment of pupils in Sept 2021 and utilise analysis of assessment to inform curriculum development and change	Baseline assessments undertaken across all subjects. Analysis reviewed through LM and curriculum adjusted and amended accordingly.	SP DS	Every HT
	Utilise HLTAs to establish an effective reading and literacy intervention programme with identified cohorts of students and reviewed against reading age data		AS CP	Every HT
Transition events are in place to enable pupils to get full information about the school and to provide opportunities to meet teachers and classmates. Face-to-face opportunities will be provided where restrictions allow.	Provide a full offer of 'virtual' transition events coordinated by SP and covering all aspects of a normal transition event	Transition events in place July 2020. Positive feedback from parents and pupils on the wider transition experience.	SP DS	Termly
	Vulnerable and SEND pupils identified and provided with bespoke opportunities to visit and explore school without other pupils.	Vulnerable and SEND pupils identified for specific visit opportunities and link established with tutor and wider pastoral team to enable quick support to be implemented		
	Review and adapt college structure to ensure continuity of provision for all vulnerable and high-risk pupils in the year-group structure	Review of College structure and systems in July 2020	DS CHs PHs	

		Changes and developments communicated to parents and pupils at the start of term. Key pupils identified for specific individual transition support at the start of the academic year. Parental survey utilised to identify barriers and to flag areas of concern	DS CHs PHs	
			Total budgeted cost	**£16,366**

ii.	**Targeted approaches**			
Desired outcome	**Chosen action/approach**	**Impact (once reviewed)**	**Staff lead**	**Review date?**
1-2-1 Support A regularly scheduled programme of 1-2-1 and small group tuition is in place to support identified pupils.	Provision of specialist mentor to work in area of highest identified need: English. Tutor will work with identified small groups and provide 1-2-1 support alongside the direction and support of the class teacher and HoD. Provision of specialist tutors to support in key area of need. Tutors will provide 1-2-1 and small group support with a specific focus on reading and literacy skills in KS3 Tutors will provide specific support for identified pupils with specific needs in KS4, aligned to identified need and priorities.		AS CP	Every HT Every HT Every HT
Intervention A highly effective and bespoke intervention and support programme is in place to assess and address the needs of pupils to: - Improve outcomes in Year 11 - Improve outcomes in Year 13 - Improve progress in Year 10	Implementation of Year 11 intervention and extension programme after-school in all subjects. Implementation of pre-school tutor support sessions for Year 11 pupils		AS CP KM SEP CD	Through LM Every HT

Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
- Improve progress in Year 12 - Improve progress within KS3 and especially within core subjects	Institute a PSHE focus for Year 11 students to develop study skills and resilience for examinations in the first term. Implement Year 13 and Year 12 study support sessions through Elevate in the first term to address skills deficit from lockdown. Implementation of pre-school tutor support sessions for targeted Year 11 disadvantaged pupils to support with addressing barriers to learning and progress. Deploy TAs and HLTAs to specific and targeted groups to enable bespoke programme of support for Year 11 in the first term. External pastoral mentor to work with group of identified priority Year 10 and 11 boys to support with breaking down barriers to school, progress and developing positive attitudes to school, Ensure regular pastoral contact for disadvantaged pupils and those identified as vulnerable Provide additional access to revision and support material for all disadvantaged pupils	Good pupil feedback from the first session for pupils and will feed into future planning and provision Positive student feedback (see evaluation document)		
			Total budgeted cost	**£23,380**

iii) Wider Strategies				
Desired outcome	**Chosen action/approach**	**Impact (once reviewed)**	**Staff lead**	**Review date?**
<u>Supporting parents and carers</u> Pupils are provided with a high level of tailored and personalised support to identify and address barriers to learning and progress.	Establish a 'pastoral support hub' to act as a central point of contact for students and allow pastoral and college leaders to implement designed packages of support. Implement support from the SWIS (social workers in schools) programme to ensure that key pupils and		DS CHs DS	Every HT Every Term

The PSHE programme provides frequent opportunities to address the wider personal and social needs of students	families are provided with appropriate support and referral to additional agencies, where appropriate.		DS	Every Term
	Target support from 'Malachi' to continue with key pupils and families		DS / PHs	Every HT
	Review and develop the provision of counselling support (Sarah Terry) for key targeted pupils to address barriers to accessing school and attendance.		DS / KG	Weekly
	Develop support for attendance and punctuality through deployment of the attendance officer and the effective sharing of information with College Heads, Pastoral Team and Tutors			
	Develop the system of parental communication to allow for frequent parental communication in lieu of designated parents evenings. Tutors designated to make contact once per term. Class teachers directed to make regular contact (both positive and where improvement is required) with parents.	Positive feedback from parents regarding quality and frequency of communication.	GLJ	Every Term
	Ensure that parental understanding and engagement with remote learning through regular communication and provision of support videos and ViVs on the website	Resources available through website. Initial parental feedback positive.	GLJ SP AS	Every HT
	Ensure regular safeguarding information is provided to all parents to signpost how support can be accessed and provision of external services	Safeguarding updates provided every half-term. JV supported with increased referral to wider support services		
	Ensure updated training for all DDSLs and update staff training with a specific focus on support during remote learning	DDSL training updated and wider DDSL team in place.	DS DDSL All staff	Every HT
	Implement a tailored mental-health support strategy to ensure there is a consistent focus on well-being and support available for pupils		RC DS GLJ	Every HT
	Utilise mentor to provide tailored intervention and support for Year 10 boys to support access to, and engagement with, learning.		DS YF-M	Every HT
Access to technology				

Laptops or appropriate technology are provided to all identified families to support effective home learning.	Laptops – or appropriate technology – provided to pupils where need is identified to support with home and remote learning.	Laptops provided to more than 40 pupils since start of the provision scheme.	GLJ DS KM	Weekly
Remote provision ensures that pupils do not miss out on valuable learning	Parents and pupils are made aware of how to access technical support where needed and this is provided quickly to support home and remote learning.	Positive feedback from parents in Lockdown 2 regarding the quality of work provided and the ease of access for pupils	GLJ AD	Every HT
	Provide remote learning through a weekly centralised learning menu to enable easy navigation of the required material, content and learning		AS HoDs	Weekly
	Provide pupil workshops on accessing Plan B and Remote Learning resources to ensure that all pupils have the requisite knowledge and skills to access resources.	Workshops completed in HT1. Analysis of access shows regular engagement at 85%+	SP	Termly
	Implement 'virtual' support package for parents through the creation of ViVs on the website	Materials in place and available through website. As above, feedback regarding quality and accessibility has been good.	SP	Termly
			SP	Every 2 weeks
	Provide regular opportunities to identify and share best practice of remote learning provision to ensure consistent development of pedagogical best practice.	Best practice shared weekly through teaching and learning briefing and aligned with SLT and HoD QA routines to ensure ongoing quality provision		
Total budgeted cost				**£ 7,014**