



COVID-19 Catch-up premium report

The government COVID-19 catch-up premium has been established to mitigate the effects of the unique disruption caused by coronavirus. The grant will only be available for the 2020-2021 academic year. Schools should use this funding for specific activities to support pupils to catch up for lost teaching time over the previous months.

To support schools to make the best use of the funding, the EEF has published a support guide:

<https://educationendowmentfoundation.org.uk/covid-19-resources/covid-19-support-guide-for-schools/#nav-covid-19-supportguide-for-schools1>

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	Year 7-11 1261	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£100,880		

STRATEGY STATEMENT:

Wellington School is committed to use the Covid Catch-up Premium to ensure that no child is left behind as we recover from the impact of Covid -19. We are aware, without seeking to generalise, students in receipt of Pupil Premium and SEND students are likely to have been disproportionately impacted by the disruption to their education.

Attainment -There are some students that have not fully engaged with learning during the period of school closure despite our best efforts. There are parents who have supported this. Some may students have felt unable to engage as they have felt overwhelmed, or not had access to resources that their peers have had through a “digital divide”. Such students may now feel demotivated and disengaged. There will be attainment gaps that have emerged across the school and there will also have been a widening of existing attainment gaps

Wellington School will use Catch-up premium to raise the attainment of all pupils, to close the gap created by COVID-19 school closures through effective diagnostic work, Quality First teaching and carefully selected Wave 2 interventions.

Attendance- Prior to March 2020 attendance gaps between FSM and NFSM students was an area of focus for the school. It is likely the same patterns will emerge and may possible be more entrenched after such periods of school closure.

Wellington school will use Catch-up premium to fund measure that will narrow the attendance gaps between disadvantaged and non-disadvantaged students. As well as helping those students who may struggle to return to school due to emerging issues around anxiety and mental health

Safeguarding -There has been a rise in safeguarding concerns since March 2020, particularly around mental health, self-harming and eating disorders. There has been a rise in exposure to domestic violence and emotional abuse and neglect and reduced access to vital family and care services. Increased unsupervised on-line internet use, has magnified issues around sexual exploitation and cyber-bullying.

Wellington school will use Catch-up premium to fund pastoral care and mental health and wellbeing support for our young people.

Behaviour -Students who struggle to regulate their emotions often find it hard to keep to rules without challenging them. This will be even more problematic with the strict protocols around distancing and hygiene and some students will struggle to adjust. Furthermore, some students may struggle to adapt back to the rigid structure of school after such a prolonged period away.

Wellington school will use Catch-up premium to fund SEND and behaviour support for our young people. We will carefully monitor patterns of behaviour and intervene to support when necessary. We will make reasonable adjustment to assist pupils so they are not set up to fail

Low Aspirations -Some students have low aspirations due to poor self-esteem and socio-economic background. These aspirations may have decreased further during a time when people have lost their jobs through redundancy. A “what is the point?” mentality may have set in, with media talk of economic recession and lost generations, which may have chipped-away their hopes for the future.

Wellington school will use Catch-up premium to fund CAIG opportunities to help build aspirations as well as coaching programme.

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Ensuring that any gaps in knowledge as a result of school closures are eliminated by our catch-up strategies.
B	Ensuring that students have positive levels of well-being and are confident they can achieve, despite the period of partial school closure.
C	Ensuring that the school adopts a thorough process to identify students who require catch-up.

ADDITIONAL BARRIERS

External barriers:

D	Ensuring that students have high attendance at school
E	Ensuring appropriate external agency involvement in place
F	Ensuring school support students and their families

Planned expenditure for current academic year

Quality of teaching for all					
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	Costings
Quality First Teaching and effective CPD	All students return to class and begin to access the curriculum with face to face teaching. Teachers are confident in how to diagnose gaps and address them, whilst extending the students who continued to make good progress during remote learning. Any CPD needs that will improve classroom pedagogy will funded. Continues focus on metacognition	There is no substitute for being in front of the teacher as school closure has so clearly demonstrated EEF- Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress.	Learning walks	ZHN	£5,000 (Tranche 1-3)

Revision aides and guides for KS4 and 5 students	Purchase revision guides for all students KS4 and 5 students in all subjects to ensure independent work can be completed at home		Improved attainment and progress scores between November and March mocks in Year 11	ZHN	£3,000 (Tranche 2)
Virtual Easter school	A virtual Easter school to help build confidence for Year 11 and Year 13 students as they enter the assessment window	By doing this event virtually there will be no limit on spaces. Staff can work together using break out rooms. They can also remain at home and reduction of travel time is better for their wellbeing. We can utilise benefits we have found from online remote learning to provide bespoke revision intervention		SFK	(Tranche 2)

Staffing costs	<p>Appointment of x 2 extra Teaching Assistants to support in class in December 2020</p> <p>Appointment of TA for help with Transition Year 6 to 7</p>	<p>Increasing number of EHCP consults plus students with additional classroom needs due to academic gaps</p> <p>EEF- Research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average. Often support is based on a clearly specified approach which teaching assistants have been trained to deliver</p>	Formative and summative assessment data	SBY/LCR	<p>£10,000 (Tranche 1)</p> <p>£24,000 (Tranche 2-3)</p>
Total budgeted cost:					£42,000
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	Costings

<p>Nisai Learning credits to support those students with SEMH based school refusal</p>	<p>Students who are school refusing will access online Nisai lessons at home and then have Keeping in touch (KIT) sessions in the Hub They will slowly be integrated back to school via the Hub</p>	<p>Some students with pre-existing Social, emotional, mental health (SEMH) and sensory issues have struggled to return to school after over a year of disruption</p>	<p>Nisai provide reports of “attendance” Regular reviews with parents/external agencies as part of Assess, Plan Do Review Tracking attendance data</p>	<p>LCR/SNY</p>	<p>£10,000</p>
<p>Service Level Agreements with alternative provision providers (eg GRIP) for those students at risk of permanent exclusion</p>	<p>Students access their learning and have strong aspirations and positive role models. They leave with appropriate outcomes that allow them to access appropriate post- 16 provision and become positive contributors to the school and local community</p>	<p>We have a number of students (mainly male) who have over the pandemic engaged in high risk behaviour which has significantly impacted their emotional regulation. As such they are high risk of permanent exclusion and criminality</p>	<p>Monitor behaviour on Class Charts. Feedback from GRIP Academic tracking in school of core subjects</p>	<p>LCR/SBY</p>	<p>£10,000</p>
<p>Therapies to meet individual student needs</p>	<p>Sourcing of private therapies bespoke to individual need. For example CBT for OCD behaviours (some linked to pandemic- eg germs/hand washing) Students will get the help they need to support their return to school a</p>	<p>Linked to the above- the same students are often not receiving the right mental health support due to waiting lists and higher thresholds due to demand during the pandemic</p>	<p>Tracking attendance data/levels of engagement Implement any report recommendations to assist the student</p>	<p>SNY/ECD</p>	<p>£10,000</p>

<p>One-to-one and small group tuition in English and Maths.</p>	<p>Use of Teaching Personnel for online tutoring during school closure for Year 11 Move back to Tutor Trust in school for Year 11 on reduced timetables, students accessing reduced timetables Year 9-11</p>	<p>Tutor Trust have worked with Wellington for 2 year with a sound evidence base. They are an EEF promising project- EEF Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average.</p>	<p>Formative and summative assessment data and student voice.</p>	<p>SFK/LCR</p>	<p>£1,800 (Tranche 1) £8,000 (Tranche 2)</p>
<p>Wave 2 interventions</p>	<p>NGRT tests for all students in Years 7-10</p>	<p>EEF- Research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average. Often support is based on a clearly specified approach which teaching assistants have been trained to deliver</p>	<p>Start and end point data at each intervention point as part of Assess, Plan, Do Review cycle</p>	<p>ZHN/WRY/SNY</p>	<p>£ 5,000 (Tranche 2)</p>

Behaviour support	Appointment of a behavior mentor to support students with their behaviour for learning through coaching Use of N:Gage for mentoring and off site pursuits	EEF Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.	Monitoring reduction in negative referrals, use of respite, on call data. Maintenance of at least 90% ratio of positive to negative referrals on CC	ECD/LCR	£30,000 Staffing £2,000 N:Gage
Total budgeted cost:					£76,800
Other approaches					
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	Costings?

Provision of mental health and wellbeing support for students who have been impacted by school closure, current Covid-19 pandemic	<p>Increased hours of counsellor sessions</p> <p>Private payment for any bespoke counselling needs</p> <p>Continued purchase of Class Charts Wellbeing module to monitor student wellbeing.</p>	<p>The government have pledge extra funding for mental health services. Children and Families Minister Vicky Ford said in June 2020</p> <p>“There has never been a more important time to speak about mental health and wellbeing – especially for thousands of children, young people and teachers who are adapting to education and different ways of living and learning in these unprecedented times.”</p>	Safeguarding concerns and wellbeing referrals on CC.	ECD	£2,000 (Tranche 2-3)
Post 16/18 destinations	All Year 11 and Year 13 have secure post 16/18 destinations (0 NEET)			CHT	(Tranche 2)
Supporting parents and carers	We are aware that some families have suffered greater hardship during the pandemic and need help with food vouchers (should they not make the threshold for FSM) and uniform costs	EEF -Two recent meta-analyses from the USA suggested that increasing parental engagement in primary and secondary schools had on average two to three months’ positive impact.		ECD/LCR	£2,000 (Tranche 1-3)

Access to technology	Ensure all students in all years have a computer and access to the internet at home	This will allow students to access all online learning resources at home whether for homework, periods of self-isolation, or local lockdown events	Fewer remote learning concerns logged on Class Charts.	LCR/CHT	(Tranche 1-2)
Coaching support to help students with engagement, self esteem and aspirations	<p>Year 10 cohort of Leader within in April 2021</p> <p>Use of Bright Leaders to run summer workshop (5 sessions over summer)</p> <p>Bright Leaders coach in school 1 day a week from September to December 2021 to work with school refusers, group and 1-1 coaching</p>	Bright Leaders Programme has already been trialed with Year 11 in December 2020. With high buy in and excellent student voice	Pupil voice	LCR	£6,000 (Tranche 2-3)
Total budgeted cost:					£10,000