

COVID catch-up premium report 2020-21

Westfield School

COVID catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	1142	Amount of catch-up premium received per pupil:	£81.33
Total catch-up premium budget:	£92,880		

STRATEGY STATEMENT

The school believes that the vast majority of its students will have been disadvantaged by a prolonged period out of school due to national lockdown. Those without access to ICT equipment are likely to have had more issues accessing home learning and those with lower levels of parental encouragement to complete home learning tasks are also likely to have maintained less of a learning habit. It is likely that the group of students for whom we receive the Pupil Premium feature in these groups though it is overly simplistic to believe that this applies exclusively to this cohort or is true of the entire cohort. The school has opted to use its data tracks to identify students for additional support and use surveys regarding ICT access to identify those who cannot easily access remote learning. The current Y11 who were in Y10 when lock down (1) was initiated have lost critical quality first teaching time at a point in their academic career when they are preparing for exams. We do not believe that even the best remote learning is a substitute for lost teacher contact time for our students and as such are seeking to ensure that this is remedied to some degree.

Our priorities are:

- provide additional Y11 teaching time
- ensure attitudes to learning are excellent
- ensure equitable access to remote learning when required
- ensure that students and staff are safe

STRATEGY STATEMENT

Our core approaches to tackle these priorities:

- Add a sixth Y11 period to each day to provide additional teaching time
- Provide attitude to learning and study skills mentoring
- Provide ICT equipment and training to students without access to remote learning
- Comply with guidance regarding safe Covid working practices

Our overall aims:

- Reduce attainment gaps evident at DT1
- Raise attainment to be inline with school attainment targets
- Improve attitude to learning
- Minimise lost learning time due to illness and isolation

Barriers to Learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Attainment gap on entry for PP/nPP cohort
B	Lower levels of literacy amongst PP/SEN cohort
C	Lost learning time due to lockdown and isolation/illness time

ADDITIONAL BARRIERS

External barriers:

D	Attendance of the cohort for whom we receive the Pupil Premium
E	Attitudes to learning of boys and students for whom we receive the Pupil Premium
F	Attendance of staff and students due to COVID related illness/isolation

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	When will you review this?
Provide ICT hardware to ensure equitable access to remote learning Associated actions Train students and staff on the use of MS Teams	All students can access remote learning	School data shows that not all students are able to access Microsoft Teams due to lack of or limited availability of devices. EEF – digital technology moderate gains (dependent on approach)	<ul style="list-style-type: none"> - ensure data is accurate by reissuing surveys for maximum coverage - consider device purchase and recycling to maximize value for money - train students in receipt of devices to ensure that they are well used 	ST/ML	Jan '20
Total budgeted cost:					£6,981

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	When will you review this?
<p>Embed a sixth period for Y11 into the school day (1536 additional periods)</p> <p>Associated actions: Provide additional catering and break time for Y11 students</p>	<p>Additional learning hours provided.</p> <p>Student engagement levels same as for P1-5.</p> <p>Quality of provision in line with P1-5</p>	<p>Y11 students are in their final year and need to have full curriculum coverage (in most areas) for exams/assessments. Adding additional school hours to their normal day provides a significant proportion of these hours.</p> <p>EEF – small group tuition moderate impact. This will be possible on a small scale in English as staffing allows for an additional group</p> <p>EEF – extending school time has shown on average +2 months progress with disadvantaged students benefiting more at closer to + 3 months</p>	<p>Reimburse staff delivering P6 to ensure teacher availability.</p> <p>Embed P6 in timetables as a regular aspect of the day.</p> <p>Maintain quality of teaching during P6 as the driver for engagement.</p>	JB/SLT	Termly
budgeted cost:					<p>£42,332 P6 plus £2,808 catering</p>
Employ 2 x student support officers to support attitudes to learning	Key groups of students (highlighted by attitude to learning tracking) remain engaged with learning both during the	<p>EEF - Individualised instruction – moderate impact</p> <p>EEF – mentoring has little or no positive impact</p> <p>Point two above indicates that SSOs should be used to provide academic support and support the development of tangible ATL gains rather than play a traditional mentoring role. They should work with students to specific academic targets and provide tuition towards meeting these.</p>	<p>Ensure support resources as available from budgeted costs.</p> <p>Target recruitment at graduate teachers to allow for both pastoral and academic support to be provided.</p> <p>Work within the schools existing ATL framework to link SSO work to better</p>	ML	Half termly

	school day and independently at home.		implementing the SIP in a targeted fashion. (Main thing)		
				budgeted cost:	£33,800
				Total budgeted cost	£78,940
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	When will you review this?
<p>Ensure staff and student safety by: Segregating lunch time bubbles through the addition of physical barriers and additional food service points</p> <p>Embedding the use of video conferencing for CPD and meetings</p> <p>Deploying additional duty staff to ensure safe movement around the building.</p>	<p>Minimise time lost due to illness and isolation.</p> <p>Maintain the safety of our community.</p>	DfE guidance relating to safe operating practices within schools.	<p>Ensure SLT and pastoral teams are effectively deployed to support student movement.</p> <p>Maintain high levels of clear communication with staff, students and parents to ensure all are clear regarding school procedures and guidance.</p> <p>Work as a trust (three schools) to ensure that working practices are strategically planned and well considered before implementation.</p> <p>Ensure sufficient resources are available to support changes (physical barriers, signing, staffing)</p>	SN/JB	Half termly

<p>Adjust the school day to remove break time and bring lunch forward to minimize cross year group mixing at social times. This also facilitates P6 ending at a suitable time.</p> <p>Assign year groups to corridors during am form time to ensure year group bubbles can be maintained. Duty staff in place from 8.00am to implement this.</p>					
Contingency	To be able to develop additional interventions in the second half of the year based on data track information and emerging national picture.	<p>The last 8 months have been turbulent with rapidly evolving guidance and policy.</p> <p>We feel it wise to further consider a proportion of the spend in the new year. This is likely to involve targeted tuition but to be effectively implemented, this requires research and a further analysis of need.</p>	<p>Assess need based on robust assessment data.</p> <p>Research provision thoroughly.</p>	ML	Jan 21
Total budgeted cost:					£6,959

ADDITIONAL INFORMATION

Internal assessment – SISRA used to analyse AtL and progress data to identify targeted groups

FFT Aspire will be used to identify targeted Y7 groups for additional support based on priority flags (early years attendance, FSM, below expected attainment, SEND, etc.)

EEF evidence used to guide interventions

Pupil and Parental consultation on ICT access in the home gathered using survey monkey and via telephone when necessary

Current attendance analysed using SIMS. Historical attendance via FFT Aspire.