

# COVID-19 catch-up premium report 2020-2021

## COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	189	Amount of catch-up premium received per pupil:	£240 per pupil
Total catch-up premium budget:	£45,360		

### Catch up priorities:

To improve literacy and numeracy skills through staff CPD and effective delivery of training – reading intervention Accelerated Reading etc.

To deliver external and internal one-to-one tuition with particular focus on gaps in learning and missed learning. Teachers have been consulted and data analysed to inform decisions.

A school recovery curriculum is based on Barry Carpenter's 5 levers of recovery:

**Lever 1: Relationships; Lever 2: Community; Lever 3: Transparent Curriculum; Lever 4: Metacognition; Lever 5: Space – to be, to rediscover self, and to find their voice on learning in this issue.**

Therapy interventions including nurture, therapy sessions and counselling.

Year 7 & Y11 transition only first two days in Sept (summer induction catch up).

Staggered start with form tutors to build relationships.

Extended pastoral time at the start and end of the day.

Balanced curriculum including core subjects and pastoral/physical/outdoor well-being support.

## Barriers to learning

### BARRIERS TO FUTURE ATTAINMENT

#### In school barriers

A	Many pupils have sensory imbalances due to absence from routines at school.
B	Up to 40% of school population did not attend school during 2 <sup>nd</sup> national lockdown
C	All: leading to regression in some skills and minimal progress in knowledge attainment;
D	All: loss of sense of self and identity within and without the school community
E	All: increased anxieties around friendships, life/death, COVID, socialising, and school
F	Missed opportunities in work experience and community cohesion. E.g. culture capital, work experience, social events, transition

### ADDITIONAL BARRIERS

#### External barriers:

G	Due to their Special Educational Need many of the pupil found it difficult to engage with remote learning
H	Supporting remote/blended learning more of a challenge for some parents due to their own difficulties.
I	Increased parental stresses, leading to increased anxieties.

## Planned expenditure for current academic year

The headings below enable schools to demonstrate how they are using the catch up funds to reduce the gaps in pupil learning, emotional and social well-being, and communication skills due to the 2020 pandemic.

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?
<p>A school recovery curriculum is based on Barry Carpenter's 5 levers of recovery:</p> <p><b>Lever 1: Relationships; Lever 2: Community; Lever 3: Transparent Curriculum; Lever 4: Metacognition; Lever 5: Space – to be, to rediscover self, and to find their voice on learning in this issue.</b></p>	<p>To develop sense of community to reduce anxieties around self-esteem. To focus on the 5 key areas.</p> <p>To be in school and to be making progress.</p>	<p>Theory based Professor Barry Carpenter has developed the Recovery Curriculum, as a response to the losses described above. It is <b>a way for schools to help children come back into school life, acknowledging the experiences the children have had.</b></p>	<p>Monitor absence, behavior, Collate feedback from pupils (pupil voice). Feedback from staff.</p>	<p>GB JGF</p>	<p>Dec 2020 Then half termly.</p>

<p>To attend school full time as soon as possible. Pupils make good progress, as defined by tutors or subject coordinators, in their EHCP outcomes</p>	<p>To support any attendance issues with therapy and pupil support DT. For progress to be ambition yet take into consideration of current circumstances.</p>	<p>To develop sense of community to reduce anxieties around self-esteem.</p>	<p>Monitor absence, follow up and discussions SLT.  Teacher informed data – to be reported half termly.  Annual EHCP reviews.</p>	<p>DT GB TS Teaching staff JGF</p>	<p>Weekly TS / DT  Half termly pupil progress meetings.  EHCP reviews.</p>
<p>Total budgeted cost:</p>					<p>£780.08 Barry Carpenter</p>
<p>Targeted support</p>					
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>To implement the NTP National Tutoring Programme.</p>	<p>Tutoring is for a maximum of 15 hours. These hours have been spread over a number of weeks.</p>	<p>To fill gaps in learning. To raise standards for those identified. (In particular those who struggled to access remote learning).</p>	<p>Assessment input and monitoring</p>	<p>JGF</p>	<p>Half termly.</p>

Therapies – to implement therapies to those who need additional support.  Staff CPD, and cover	Therapy support	More referrals. Supports the recovery curriculum.	Monitor referrals Collate evidence of impact to attendance, behaviour, wellbeing (quantitative and qualitative)	JS	73 referrals (62 pupils) as some were referred more than once.  50 referrals are currently measured using the Leuven scale. The remaining 23 are small group music therapy.
Total budgeted cost:					Tuition £26,060.00 Additional staffing and CPD £18,520
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?
Sixth Form students will attend a variety of work placements linked to their aspirations.	Visits out and about to local community resources. specialist career advice with local knowledge.	To build young peoples' sense of identity, self-worth, knowledge of their community, and networking with local employers. Need for our young people to develop their employment skills; knowledge of opportunities; and increase their life opportunities.	Sixth Form lead and careers lead will analyse impacts, through work placements attended; qualitative positive responses from being out and about; improved confidence being out and increased ability to be safe whilst out and about.	YE BCL HF	Dec April June

Total budgeted cost:	n/a
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## ADDITIONAL INFORMATION

### Reviewed September 21

- During the national lockdown, Two Rivers High School offered all students a comprehensive education.
- Complex needs: pupils visited once a week and were offered daily lessons which included numeracy, literacy, social/life skills and sensory activities.
- Lower, Middle and Upper school: personalised work packs were hand delivered. Daily programme of lessons included Maths, English and Science. In addition online assemblies and small group interventions were provided.
- Work packs underpinned the lesson content being delivered on Teams. Parental feedback was extremely positive. The work was collected and marked helping staff plan subsequent lessons and also aiding curriculum planning ready for students return to school in March.
- The NTP is the National Tutoring Programme.
- The Government has offered to support the costs of schools paying for tutors to help students with their English and Maths as part of the COVID catch-up.
- Subsidy is 75% of the cost of tutoring (+full VAT needs to be paid).
- Tutoring is for a maximum of 15 hours.
- These hours have been spread over a number of weeks.
- Education, social and community visits out and about to local community resources were suspended due to COVID however culture capital is on our school improvement plan.