

Summary information

School	De Salis Studio College				
Academic Year	2020-21	Total Catch-Up Premium	£ 8000	Number of students	104

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

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

EEF Recommendations

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
- ☐ Extended school time

Wider strategies

- ☐ Supporting parent and carers
- ☐ Access to technology
- ☐ Summer support

Identified impact of lockdown	
Reading Comprehension and Writing	Our current Year 9 cohort have indicated gaps in learning as it relates to reading comprehension. This is significant as these students transitioned to De Salis in September 2020. Baseline assessment in English highlighted gaps in synthesising information, and critical thinking which has significantly impacted on their writing. Across the year groups, students' level of creativity has declined, as well as their efficient use of spelling, punctuation and grammar. This is significant as the majority of students attended online classes, and used technology which could have aided with spelling and grammar checks. Students have not been reading as widely during the lockdown, as such, there has been a decline in the range of vocabulary used to express themselves.
Mathematics	Across the Year groups, some students exhibited that they had forgotten basic computational skills and they became heavily reliant on calculators. Their problem-solving skills decreased because they were not practising enough independently during the lockdown, as they would have in Guided Learning. Due to the lockdown, they lost their drive and level of focus, as well as time management skills to complete certain tasks within a specified time, frame. Within our Year 9 cohort, there was gaps in reasoning and problem-solving skills due to less contact time as a result of the Covid lockdown while in Year 8.
Geography	Students struggled to recall units that were done during the school year. There were discrepancies between those students who had done some Geography prior to Year 9, and those who had not done the subject before or had little to no prior subject knowledge. Their essay writing skills were diminished as they were not utilising the correct structure for writing. Some students did not make the links with simple comprehension questions, as their answers were not perceptive and instead, too simple and generic. Across the Year groups, the lack of ability to have the students engage in field trips, and engage in practical co-curricular activities relating to Geography, such as 'World Environmental Day' limited their experiential learning. Additionally, a lack of engaging face to face with employers relating to the specific industries linked to Geography also negatively impacted their learning experience.
Psychology	Students had challenges with being vocal and engaging in lessons coming out of the lockdown due to Covid 19. Some were apprehensive mainly as their content knowledge was not as strong. These were mainly our EAL and disadvantaged students. There were evident gaps in learning relating to their numeracy and literacy competence, which impacted on their level of progress in the Psychology lessons. Some students were identified as reluctant readers and took time to immerse themselves in reading.

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?
<p>Utilisation of Technology</p> <p>To ensure that all teachers are equipped to deliver content in a meaningful way to ensure that all students make the required progress over time.</p> <p>To utilise creativity in the classroom using a range of methods such as gamification. These will help to stimulate the students and boost their interest in the lesson over time.</p> <p>To use technology to help to support the enhancement of students to make progress over time through having students access a laptop for access arrangement during classes, as well as during examination. Providing laptop for Learning Coaches to use for one-to-one tuition for targeted students.</p> <p>To utilise free revision websites for students so they can independently. Websites used will provide students with opportunities to measure learning via online assessments.</p>	<p>Training for staff to deliver high quality lessons on Microsoft Teams in the event of another lock down.</p> <p>Training Staff received training on a range of CPD training on ways in which they can motivate students to learn, and to understand what they are learning within the curriculum and why. These range from using 'Gamification' in the classroom, 'Experiential Learning', to 'Creating an Inclusive classroom'.</p> <p>Laptops Computers for students to use in lesson and for access arrangement.</p> <p>Revision tips provided for all Year 11 students across the Trust. Useful website links given to students to ensure that they develop on independent learning.</p>		SLT	December 2021
Total budgeted cost				£ 1000 00

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
Strong attendance to Enrichment Week activities and intervention programme, that seeks to provide targeted intervention to students using data to inform teaching and learning at topic specific levels across the curriculum.	Evaluation of the Enrichment attendance data and tracking of the progress of the targeted students over time to ensure that students are closing the gaps.		SLT	December 2021

Improvement in outcome of the students attending the Enrichment programme targeted and one to one lesson, in addition to a boost in confidence and self-esteem.	Positive reflection from student voice as they examine the benefits of the Enrichment Week programme and reflect on its impact on their level of focus, performance and general attitude towards learning.			
Using data from assessments to provide workshops in the content area that students are not making sufficient progress.	Using assessment data to identify areas of concern and use this to plan targeted workshops.			
Providing each student with a topic checklist, this will help students to reflect on their learning and work on concepts that they need improving.	Each student will be given a topic checklist and they will identify their strengths and weaknesses and devise strategies to improve.			
Total budgeted cost				£12 166

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
Providing students with encounters with employers and employees that will develop their subject specific knowledge. High levels of parental engagement so parents are aware of the needs of their children. Mentorship Programme provided by our Learning Coaches, 'Your Best You', aimed at building students' self-confidence and social skills, as well as, 'Impact' which seeks to examine negative behaviour of at-risk students and encourages positive reinforcement to stem this behaviour.	<i>Inviting employers and employees from different organisations as resource people who will help students to make the link between school and their future prospects.</i> <i>Parent evenings that will allow staff to provide information to parents about their child and provide next step suggestions to ensure the needs of each child is met.</i> <i>Students are provided with a range of resources to regulate their emotions and to boost their self-esteem based on the programme that they are a part of.</i>		Career Lead LPPA Lead SLT and Learning Coaches	December 2021
<u>Summer Support</u> NA				
Total budgeted cost				£
				Cost paid through Covid Catch-Up
				£

	Cost paid through school budget	£