

Archbishop Blanch CE High School

COVID-19 catch-up premium report



COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	789 (7-11) 189 (12-13)	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£63,120		
Total 16-18 tuition allocation	£2,254		

STRATEGY STATEMENT	
<p>The following strategy encompasses all pupils across the school from age 11 – 18 :</p> <p>Children and young people across the country have experienced unprecedented disruption to their education as a result of COVID-19. Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge. The staff, at all levels, and pupils of Archbishop Blanch High School are fully committed to ensuring that the partial school closures have a minimal effect on the students learning and well-being. By investing our time and funding on measures proven to be effective, particularly for those who are most disadvantaged, this strategy will make sure that every young person gets the education, opportunities and outcomes they deserve.</p>	

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	Gaps in learning journey and recall opportunities due to curriculum coverage not always being possible
B	Inconsistent engagement with remote learning
C	Social, emotional and behavioural needs disrupting learning experiences

ADDITIONAL BARRIERS

External barriers:	
D	Vulnerable pupils having a lower level of engagement due to external factors in the home setting
E	PP pupils had a lower attendance pre pandemic
F	Vulnerable and PP pupils have a poor home learning environment pre pandemic

Planned expenditure for current academic year

Quality of teaching for all					
Action	Intended outcome	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?
Quality first teaching across all year groups	Pupils to make good progress from their starting points.	<p>Wider school closure has meant that some pupils have missed a significant amount of their learning. A baseline Curriculum Recovery assessment has given staff a starting point, which has formed the basis of a recovery curriculum to be taught for the rest of this academic year and beyond.</p> <p>Guidance has also been taken from :</p> <ul style="list-style-type: none"> • DfE's catch-up premium guidance • EEF's COVID-19 support guide for schools 	<p>Consistent review of Curriculum Recovery plans in place</p> <p>Learning Review cycle to take place</p> <p>Pupil progress meetings to take place</p> <p>Pupil guidance and pastoral meetings to take place</p>	<p>SLT</p> <p>Pastoral leads</p> <p>Form tutors</p> <p>Progress Leaders</p> <p>All teaching staff</p>	<p>Consistent review across the academic year and timetabled in to the calendar</p>

Invest in an appropriate blended learning platform which supports progress	Pupils to access and engage with all learning provided.	From previous lock down evidence and pupil voice data, we felt that the main priority was that pupils could access and engage with the learning materials on an appropriate learning platform, which would not confuse or demotivate students.	Blended learning CPD Google Classroom and GoogleMeet training Microsoft Teams training Line management focus Blended Learning Policy implemented Pupil voice sessions	All Staff	Consistent review across the academic year
Total budgeted cost:					£15000

Targeted support					
Action	Intended outcome	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?
In class interventions and targeted interventions across the school	Pupils to make good progress by addressing gaps widened from previous lock down experiences.	Curriculum review assessment has given evidence on the areas which need to be addressed going forward. CLs have designed curriculum journeys in order to address these needs, however bespoke learning resources have also been provided for pupils across all year groups who have fallen behind and struggled to progress due to gaps in learning. Year 7 and vulnerable pupils of year 8 and 9 and LAC students across all year groups have been placed on The Bedrock vocabulary programme to support gaps in literacy which have widened due to the first lockdown.	Curriculum review cycle Learning review cycle Bespoke work set for underachieving pupils Bedrock Learning programme established and reviewed	Middle Leaders SLT English department	Consistent review across the academic year and timetabled in to the calendar

EAL / SEND support	EAL and SEND pupils to make continuous progress and have their needs met.	EAL and SEND reviews displays that lock down experiences, widen the gaps for our EAL and SEND pupils. It is vital that the needs are met for our most vulnerable pupils, in order for them to flourish academically as well as emotionally and socially.	EMTAS support sessions Attendance of SEND pupils for onsite provision Review of learning provided	SEND department EMTAS support All staff	Consistent review
Tuition across all key stages	To close the gap on knowledge and skill deficit due to lockdown	It is evident that there is a need for one to one or small group tuition for pupils who have a skill deficit in certain areas of the curriculum. Sessions will be delivered by our skilled teaching staff and HLTA's who have the expertise and knowledge of our pupils.	Well planned sessions Tracking and monitoring of sessions Pupil voice Analysis of data	Middle leaders SLT Teaching staff HLTA's	Consistent review across the sessions
Bespoke tuition and mentoring for 16 -18 students	To close the gap on knowledge and skill deficit due to lockdown and to prepare pupils for their next steps.	Sessions will be delivered to sixth form students to ensure any gaps in knowledge are diminished and pupils are fully prepared for the next stage of their academic career. Personalised CEIAG sessions will also be provided for pupils who are unsure of their pathway.		AS RC MS YB Middle leaders Teaching staff	Consistent review across the sessions
				Total budgeted cost:	£34254

Other approaches					
Action	Intended outcome	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>Pastoral and well being sessions.</p> <p>First Day Response calls to promote engagement and establish routines</p>	<p>To make sure that the social and emotional needs of all pupils are met.</p> <p>Established routines for all pupils across year groups to promote engagement.</p>	<p>Pastoral, collective worship and CEIAG sessions have been established to ensure that the pupils' needs are met, both academically and pastorally.</p> <p>From previous school closure experiences, it was evident that the real barrier to learning in a lockdown experience is engagement. This engagement is improved by establishing routines. All pupils now follow their normal day to day timetable with live lessons and follow up parental phone calls when lessons are missed.</p>	<p>First Day response calls</p> <p>PSHE sessions</p> <p>Pastoral sessions</p> <p>Collective Worship sessions</p> <p>Managerial supervision meetings</p>	<p>Pastoral staff</p> <p>Progress leaders</p> <p>All staff</p>	
Relevant CPD	<p>Equip all staff with the necessary skills to deliver quality first teaching in a new format.</p> <p>Covid training to equip SLT and pastoral staff with the skills and information needed regarding Covid safety procedures.</p> <p>New remote learning training.</p>	<p>Due to the current climate, staff must be provided with appropriate training to ensure high quality teaching and learning is provided for all students.</p> <p>Full risk assessment and procedures adhered to for the safety of pupils and staff.</p> <p>All staff are trained to keep abreast of the new practices in technology, in order to keep pupils engaged and stretched. For example loom, nearpod, mote etc in order to get the best out of Live Teaching.</p>	<p>Review of CPD needs</p> <p>Appropriate CPD trainers</p> <p>Updated risk assessment in line with local and national guidance</p> <p>Learning review cycle and pupil voice should display engagement and stretch and challenge.</p> <p>Blended learning policy</p>		

Catering	Provide vulnerable students with a hot breakfast in order for them to engage with their learning.	Pupils on site catered for, in order for them to be ready to learn.	Meal provided every morning.	Catering staff Pastoral staff	
Resilience Online sessions	Pupil mental health and wellbeing addressed with resilience sessions delivered by a member of staff trained in mental health support.	We feel the mental health and wellbeing of pupils is paramount in order for them to feel supported and ready to learn. Resilience sessions will equip pupils with the skills and knowledge in order to thrive in difficult circumstances.	Review of sessions Pupil voice taken before and after sessions	Pastoral staff Progress leaders RO Form tutors	
Cultural capital events	Pupils provided with the opportunities to experience cultural capital experiences that they would not be exposed to due to the current climate.	All pupils, particularly vulnerable pupils will no longer be able to experience cultural capital events or trips that they would have previously experienced. It is extremely important that pupils get a well rounded academic experience in order to develop holistically.	Well planned, resourced and reviewed sessions.		
School events	Pupils continually provided with our Christian services to continue with the Christian ethos and provide a sense of community.	It is imperative that the unique Christian ethos and sense of community is established remotely, in order for pupils to continue to feel part of the school community, even in isolation.	Virtual services Pastoral sessions PSHE sessions	Pastoral leaders Progress leaders Form tutors SLT	
Staff resilience and well being sessions	Ensure staff are supported and ready to teach effectively.	In order to alleviate staff burn out, sessions on mental health and well being to be delivered to equip staff with necessary coping strategies.	Mental health and resilience sessions	SF RO TH	
Total budgeted cost:					£16120