

COVID catch-up premium report 2020-21

Silverdale School COVID catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils on roll October 2020:	1,466 (including 419 at KS5)	Amount of catch-up premium received per pupil:	£58.77
Total catch-up premium budget:	£ 86,160	Actual catch-up premium spend up to 24/11/2020	£96,427 (-£10,267)

STRATEGY STATEMENT

Silverdale school has allocated the additional funding to support the curriculum recovery this academic year. The Silverdale COVID strategy has the following key expectations:

1. To continue to teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content.
2. To support all subjects to fill in gaps in core knowledge, for example through an emphasis on reading.
3. To aim to return to the school's normal curriculum in all subjects by summer term 2021.
4. To adapt and plan on the basis of the educational needs of pupils. Curriculum planning will be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills.
5. To develop and embed remote education so that it is integrated into school curriculum planning.
6. To reduce the attainment gap between your disadvantaged pupils and their peers.
7. To raise the attainment of all pupils to close the gap created by COVID-19 school closures.

Silverdale School is using a 3-tiered approach to attempt to ensure successful implementation of supporting our learners in these challenging times. (The Educational Endowment Fund (EEF) suggests that this type of approach is good practice): Tier 1 – Teaching; Tier 2 - Targeted academic support; Tier 3 - Wider strategies

Tier 1 – Teaching

- **High-quality teaching for all** – Full launch and implementation of Google Classroom during lockdown took place to minimise the detrimental effect of the learning gaps. This has been interwoven into our homework delivery system to maximise the ease of transition to remote delivery.
- **Effective diagnostic assessment** – Implementation of a rearranged Y12 to Y13 transition and the introduction of GL Assessment CAT testing has taken place to ensure effective diagnostic and setting of target grades.
- **Supporting remote learning** – Development of the Google Classroom and Google Meet platform has continued. Purchase of ICT equipment has been used to prepare the school for remote teaching. This alongside the acquiring of more computers for home school loan agreements allows a greater cohort of students to access remote teaching. This alongside the support of highlighted pupils in using the various programs that enable remote delivery.
- **Focusing on professional development** – Adaption of the CPD planning to incorporate Digital Technology support for a core group of staff and introduction of digital technology section of teachers yearly “Skills Audit” and linking through the PLV systems.

Tier 2 - Targeted academic support

- **Targeted Support and Academic mentoring** – Student Support Offices have been employed to support a highlighted cohort of learners in all year groups. These include; LAC students, students highlighted as disadvantaged due to lockdown, students highlighted in referral panels.
- **Extended School Time and small group tuition** - For Y11 and Y13 students into P0 and P6 lessons. This program has been developed and launched to support these key year groups in developing the skills and competences required for their examinations this academic year.

Tier 3 - Wider strategies

- **Supporting pupils' social, emotional and behavioral needs** – Full package of support resources were created and delivered throughout lock down including home visits by our safeguarding team. Development and implementation of a Multi Faith Space to support the needs of our pupils for refection and prayer during COVID-19.
- **Planning carefully for adopting a Social and Emotional Learning curriculum** – The PSHE program has been reworked to fill the gaps in the Social and Emotional curriculum gaps caused by Lockdown. This is particularly focused on the KS4 cohorts and their requirements under the new RSHE curriculum.
- **Communicating with and supporting parents** – new parents evening virtual software has been introduced to allow parents evenings to continue to take place during 2020-2021 year. This alongside increased use of integrated media to communicate with parents has taken place. Key Stage Teams have been the main point of contact with families during this time and continue to act as a communication focal point.
- **Examinations** – The school has used some of the funding to allow the internal examinations
- **Social Time Arrangements** – School timings rearranged to maximize the school day and allow reduced risk in mixing of bubbles
- **Attendance** – The school will monitor attendance on a weekly and half termly basis, along with strategic monitoring of key groups.

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	Access to technology - Ensuring all students can access online learning at home
B	Literacy skills (reading ages are above national average in all year groups but regular reading has not been taking place to the full extent since March 2020)
C	Gaps in curriculum as identified by each Head of Department
D	Lack of Y7 Transition - Understanding the ability of our new Year 7 intake without SATS scores
E	Loss of teaching time due to need to isolate students and staff
F	Gaps in 'careers and further education' advice and guidance
G	Gaps in knowledge that have appeared between March and July 2020 (as identified through assessment in Term 1)
H	Understanding T&L strategies within the 'new normal' way of teaching
I	Readying the school for further home learning needs (E.g. a second lockdown)
J	Behaviour of students on Return (stemming from lack of school input during lockdown)
K	Social Capital to support with home learning

Barriers to learning (Continued)

ADDITIONAL BARRIERS	
External barriers:	
L	Attendance to school of vulnerable pupils
M	Loss of teaching time due to need to isolate students and staff
N	Lack of space in current building for examinations
O	Home learning environment
P	The new plans for the school day create a number of logistical difficulties which could hamper high quality teaching and learning if we are not careful
Q	Ensuring parental engagement levels are maintained during the 'virtual meeting' era
R	Wellbeing: Concerns around anxiety and safeguarding issues following the lockdown period
S	Wellbeing: Students adjusting to the new school routines and structures
T	Maintaining a high attendance % for all students is a priority

Planned expenditure for current academic year

The information below demonstrates how we plan to use the catch-up premium to improve classroom pedagogy, provide targeted and whole school support.

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?
Targeted Support and Academic mentoring - Recruit Student Support Officers to provide support to teaching and learning and pastoral across all key stages	<ul style="list-style-type: none"> - To reduce the attainment gap between your disadvantaged pupils and their peers - To raise the attainment of all pupils to close the gap created by COVID-19 school closures - To support all subjects to fill in gaps in core knowledge 	Student Support Officers have been employed to support a highlighted cohort of learners in all year groups. These include; LAC students, students highlighted as disadvantaged due to lockdown, students highlighted in referral panels.	DJO has regular meetings with the SSOs and coordinates the strategy. It is monitored for individual students on a 7 week cycle and tailored for the needs of the student.	DJO	Ongoing
High-quality teaching for all	<ul style="list-style-type: none"> - To develop and embed remote education so that it is integrated into school curriculum planning - To continue to teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content 	The school has a history of good outcomes under the current curriculum and it is felt that continued delivery as close to the previous would be best for students at this time.	Review of data at data collection points and PLVs. Monitoring of other data aspects including behaviour and achievement data. Curriculum enquiry visits	JV – T&L DJO – Digital Technology	Ongoing

Effective diagnostic assessment	<ul style="list-style-type: none"> - To support all subjects to fill in gaps in core knowledge - To understand the ability of our new Year 7 intake without SATS scores 	Implementation of a rearranged Y12 to Y13 transition and the introduction of GL Assessment CAT testing has taken place to ensure effective diagnostic and setting of target grades.	SH and DD to deliver the sessions and monitor and analyse the Y7s students outcomes.	SH	Periodically
Supporting remote learning	<ul style="list-style-type: none"> - To develop and embed remote education so that it is integrated into school curriculum planning - To continue to teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content 	Full launch and implementation of Google Classroom during lockdown took place to minimise the detrimental effect of the learning gaps. This has been interwoven into our homework delivery system to maximise the ease of transition to remote delivery	Staff to feedback to Key Stage teams and SSOs to intervene with highlighted students. Evidence of homework completion for cohorts and sharing of lesson resources through GC.	DJO	Ongoing
Focusing on professional development	<ul style="list-style-type: none"> - To develop and embed remote education so that it is integrated into school curriculum planning 	Adaption of the CPD planning to incorporate Digital Technology support for a core group of staff and introduction of digital technology section of teachers yearly "Skills Audit" and linking through the PLV systems.	DJO to lead the CPD group following on from resources made during lockdown and sharing of good practice.	JV – T&L DJO – Digital Technology	Ongoing
Attendance Strategy	<ul style="list-style-type: none"> - To support attendance to school of vulnerable pupils - To Maintain a high attendance % for all students is a priority 	Review and Implementation of Attendance strategy. This was already being worked on by RH and DJO in the run up to school closure. It will be developed with additional COVID-19 amendments.	RH and DJO monitor attendance on a weekly and half termly basis. Strategic monitoring of key groups.	RH - Whole DJO - Dis	Ongoing

Behaviour Strategy	<ul style="list-style-type: none"> - To reduce the attainment gap between your disadvantaged pupils and their peers - To raise the attainment of all pupils to close the gap created by COVID-19 school closures 	As no interventions were picked up after lockdown, the Y8 behaviour issues we are seeing now would have been picked up earlier	Planned to have specific review points and links to the ATL and Behavior review points. Referral Panel	RH/MC/DJO	Ongoing
					Total budgeted cost: £62,680
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?
Introduce and staff Period 0 & Period 6 targeted catch up for Y11 and Y13	<ul style="list-style-type: none"> - To develop and embed remote education so that it is integrated into school curriculum planning - To reduce the attainment gap between your disadvantaged pupils and their peers - To raise the attainment of all pupils to close the gap created by COVID-19 school closures - To continue to teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content 	For Y11 and Y13 students into P0 and P6 lessons. This program has been developed and launched to support these key year groups in developing the skills and competences required for their examinations this academic year.	SSO tasked with monitoring attendance of these sessions. Heads of Department to coordinate sessions for their teams.	SH	End of Term 1
					Total budgeted cost: £33,747

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?
Planning carefully for adopting a Social and Emotional Learning curriculum	<ul style="list-style-type: none"> - To continue to teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content - To support all subjects to fill in gaps in core knowledge - To meet the needs of the new RSHE framework 	The PSHE program has been reworked to fill the gaps in the Social and Emotional curriculum caused by Lockdown. This is particularly focused on the KS4 cohorts and their requirements under the new RSHE curriculum.	Line Management of the PSHE team by JV Monitoring of use of Multi Faith Room by DJO Referral Panels lead by RH.	JV – PSHE DJO – Multi Faith Room RH – Coordination of Pastoral	Ongoing
Supporting pupils' social, emotional and behavioral needs	<ul style="list-style-type: none"> - Wellbeing: To support students adjusting to the new school routines and structures - Wellbeing: To deal with concerns around anxiety and safeguarding issues following the lockdown period dealt with 	Full package of Trauma informed support resources created and delivered throughout lock down including home visits by our safeguarding team. Development and implementation of a Multi Faith Space to support the needs of our pupils for reflection and prayer during COVID-19.	Monitoring of CPOMS by Safeguarding lead. Liaising with key agencies Monitoring of use of Multi Faith Room by DJO	KA DJO – Multi Faith Room	Ongoing Ongoing

Virtual Parents Evening	<ul style="list-style-type: none"> - To ensure parental engagement levels are maintained during the 'virtual meeting' era 	<p>It was impossible to hold parents evenings in the "normal" way so a virtual solution was required. New parents evening virtual software has been introduced to allow parents evenings to continue to take place during 2020-2021 year. This alongside increased use of integrated media to communicate with parents has taken place.</p>	<p>Monitoring of the system and feedback follow parents evenings. Trial event taken place to ensure system works.</p>	DJO	June 2021
Examinations to be held offsite when appropriate and use of the Sports Hall for	<ul style="list-style-type: none"> - To enable examinations to take place effectively without the impact on the rest of the school community - To maintain social distancing during examinations 	<p>Discussions at SLT about logistical issues in the building. The school has used some of the funding to allow the external examinations sites to be used.</p>	<p>SH is keeping up to date with the latest guidance and acting accordingly.</p>	SH	Ongoing
Social Time Arrangements	<ul style="list-style-type: none"> - To solve a number of logistical difficulties which could hamper high quality teaching and learning 	<p>Discussions at SLT about logistical issues in the building. School timings rearranged to maximize the school day and allow reduced risk in mixing of bubbles.</p>	<p>SJS has strategically organized the social time of students and the supervision of this.</p>	SJS	Ongoing
School Based Track and Trace	<ul style="list-style-type: none"> - To continue to teach an ambitious and broad curriculum in all subjects from the start of the autumn term 	<p>Requirement to isolate students if in close contact needs to take place but we need to highlight students quickly to minimise the impact on others in the school community. SLT lead on track and trace processes.</p>	<p>SJS has strategically organized the track and trace system and is updating with government guidance.</p>	SJS	Ongoing

	Total budgeted cost: £0 – No direct costs
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ADDITIONAL INFORMATION

- Internal assessment and data on achievement and behavior will continue as required
- LGB minutes will be reviewed and any action required will be allocated accordingly
- SLT will review evidence from the EEF documents and action if required
- SLT will review results of staff and pupil consultation following the return to school.
- Ongoing analysis of attendance records
- Ongoing review and discussions with Key Stage
- Ongoing SLT Meetings three times a week