

West Moors Middle School

Thriving to achieve our best- Together

COVID catch-up premium report

COVID catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	196	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	Total amount to be paid over academic year = £15,760	Autumn 2020 - £4520 Received Stage 2 payment due Early 2021 - balancing payment* £4674 A further payment of £33.33 per pupil on Oct20 Census (5/12ths of £80 full academic year per pupil rate) £6566	

STRATEGY STATEMENT

Priorities:

Identify gaps in skill and knowledge caused through lockdown (teacher assessment and baseline assessments)

Core approaches:

On return catch up curriculum

GL baseline assessments reading & spelling to identify gaps and target needs identified

Where appropriate, schemes of work have been adapted or amended to continue to address the needs

LSA & teaching staff delivering small group intervention to SEND pupils to diminish the difference.

LSA Teams 1:1 lessons for those continuing to shield

Overall aims

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

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Staffing ratios to address the wide variety of SEND need
B	Literacy (reading, writing & spelling)
C	Maths

ADDITIONAL BARRIERS

External barriers:

D	Attendance
E	Parental support / access to SENSS & EP advice
F	Access to IT/ extended learning opportunities

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?
Quality First Teaching INSET focused on SEND & differentiation Learning plans & graduated response shared with all staff	Gap closing rapidly Pupil engagement Tracking progress Identifying next steps in terms of SEND need	Impact of QFT Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils according to the EEF guidance	Monitor against baseline data	DC/CW	Dec 20 April 21 July 21
Precision teaching	Identify need for possible / early intervention Gap closing rapidly Pupil engagement	EEF research shows that brief 15 - 45 minute session 3-5 times per week over a sustained period of 8 - 20 weeks, planned by a teacher with assessments used to pinpoint areas of focus and track pupil progress. Evidence based interventions e.g. Toe to Toe, spelling made easy,	Monitor against baseline data	AT	Dec 20 April 21 July 21
Coaching for teachers	Improve the quality of teaching, subject knowledge and curriculum	Improved teacher effectiveness and support for health & well-being.	Monitor against PM targets	DC Training cost	Dec 20 April 21 July 21
Total budgeted cost:					£1,500

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?
Small group interventions	Gap closes rapidly	EEF research shows +4 months progress for small group tuition. EEF research shows that brief 15 - 45 minute session 3-5 times per week over a sustained period of 8 - 20 weeks, planned by a teacher with assessments used to pinpoint areas of focus and track pupil progress.	Monitoring of both teaching, curriculum studied and outcomes	AT	Dec 20 April 21 July 21
1:1 TEAMS lesson	Identified needs addressed and gap closes rapidly For those children isolating since March 2020 this provides social interaction which is crucial for their mental health.	EEF research shows +4 months progress for small group tuition. EEF research shows that brief 15 - 45 minute session 3-5 times per week over a sustained period of 8 - 20 weeks, planned by a teacher with assessments used to pinpoint areas of focus and track pupil progress.	Monitoring of both teaching, curriculum studied and outcomes	AT	Dec 20 April 21 July 21
Online investments – Spellzone, My Maths,	Independent working Targeted programme dependent on need, can be used during any further lockdown	Independent engagement and ownership of learning.	Monitoring use of online resources and impact on outcomes	CW	Dec 20 April 21 July 21
Zumos	To enable students to manage their emotions and self-regulation.	Developing independence and resilience	Monitoring quarterly	DE	Dec 20 April 21 July 21
Total budgeted cost:					£5,415

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?
Attendance: Whole school approach to improving attendance Phased timetables where needed Pastoral support	Improved attendance figures Improved self-esteem/ anxiety	Relationships and communication between staff and pupils is consistent and supportive. Tutors listen and managing behaviour positively, following up any incidents and sending positive postcards home.	Monitor attendance data Letters sent to families Fewer pupils in the pastoral base Engagement with ELSA, ½ day Forest Schools and Nurture provision	DC AT / SS KB & AJ	Dec 20 April 21 July 21
Parental support & specialist advise	Parental engagement External specialist involvement with advise and recommendations to support SEND pupils	EEF parental engagement raises attainment by +3 months. Relationships and communication with parents will be positive and timely	Parental survey Increased specialist advice evident	DC/SS AT	
Access to IT & extended learning opportunities	Improved engagement in learning. Pupils to take advantage of leadership roles and clubs available in school.	EEF parental engagement raises attainment by +3 months. Promoting self-esteem has a positive impact on attitude to learning, attainment and progress	Monitor how regularly the children log in and how long they remain on task Log of leadership roles Club lists	Class teachers DC Club leads	Dec 20 April 21 July 21
Total budgeted cost:					£15,760

ADDITIONAL INFORMATION

40.82% identified SEND across the school

51.03% eligible for Pupil Premium grant

40% FSM

Laptops provided through Government scheme (number)

Investment in ITS learning platform for pupils isolating/ absent to continue their education

Go 4 Schools for increased communication with families

Virtual tours online

Social stories specific to individual needs

Investment in Zumos Well-being / resilience strategy