

## Coronavirus (COVID-19) catch-up premium spending: summary

### SUMMARY INFORMATION

Total number of pupils:	1298	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget (estimated):	£99,790		

### STRATEGY STATEMENT

The government COVID-19 catch-up premium has been established to mitigate the effects of the unique disruption caused by coronavirus. The grant will only be available for the 2020-2021 academic year.

Schools should use this funding for specific activities to support pupils to catch up for lost teaching time over the previous months.

Oakwood School's catch-up strategy has a holistic approach which includes all year groups and a broad range of subjects, all with equal importance. We have ensured that we have assessed the guidance offered to us and used official research to underpin decisions upon. The staff, at all levels, and pupils of Oakwood School are fully committed to ensuring that the partial school closures have a minimal effect on the students learning and well-being. This strategy will make sure that every young person, no matter their age or where they live, gets the education, opportunities and outcomes they deserve, by investing our time and funding on measures proven to be effective, particularly for those who are most disadvantaged.

### BARRIERS TO FUTURE ATTAINMENT

#### Academic barriers:

A	Literacy and Maths skills
B	Gaps in knowledge / curriculum as identified by each Head of Department, including assessment of Year 7 with no available SATS information
C	Logistical difficulties around the new school day, including new teacher strategies need careful monitoring to ensure our usual standard of high quality teaching and learning are kept

**ADDITIONAL BARRIERS****External barriers:**

D	Wellbeing: Concerns around anxiety and safeguarding issues following the lockdown period as well as students adjusting to the new school routines and structures
E	Maintaining a high attendance % for all students
F	Student readiness for remote learning, ensuring all can access online learning at home

<b>OVERALL STRATEGY AREAS</b>	<b>SPECIFIC STRATEGIES</b>
Knowledge retrieval and Catch Up	Pupil assessment and feedback Supporting high quality teaching Transition support One to One and small group tuition Intervention programmes Extended school time
Wellbeing, emotional and behavior support	Transition support One to one support Intervention programmes Attendance support Wellbeing support
Curriculum and Teaching & Learning development, plus wider issues	Remote learning programme Access to technology at home for disadvantaged Summer support Support for new teaching restrictions

## Planned expenditure for current academic year

Strategy area	Specific Strategy	Success Criteria	Evaluation	Impact
Knowledge Retrieval and Catch Up	Frequent Low Stakes Testing to improve pupil assessment and feedback. To Improve knowledge of gaps and celebrate success, online package and apps, Tassomoi, Seneca.	Regular data collection. Gaps identified provide feedback for intervention. Improved student performance indicators across all three core subjects, in line with other students with the same starting points nationally.	Not yet evaluated	
Knowledge Retrieval and Catch Up	National Tutoring Programme to be investigated for suitability National Tutoring Programme understood and provider to be identified (ensuring quality controls). Students to be identified and tuition times agreed.	Students to make progress in English and Maths through small group tuition.	Not yet evaluated	
Knowledge Retrieval and Catch Up	Targeted after school intervention programme for Year 11 students to identify and fill knowledge gaps in their GCSE subjects due to the National Lockdown. Fortnightly sessions to run for each subject for a period of 1 hour afterschool from Mondays - Thursdays	Subject content and skills gaps to close so that's students achieve similar results in the June 2020 GCSE exams to those if lockdown did not take place (FFT 50 data to used as comparison benchmark)	Current programme started on 19 <sup>th</sup> October. First evaluation point will be results on Year 11 mocks which tun until 27 <sup>th</sup> November	

<p>Knowledge Retrieval and Catch Up</p>	<p>260 new licences purchased for Accelerated Reader to allow 300 students in Years 7 – 9 to improve their reading.</p> <p>Bid written and successful securing of funds to support purchase of new schemes and assessment tools for literacy recovery.</p> <p>New intensive reading scheme purchased for students aged 11 – 13 for targeted students.</p>	<p>Regular testing using the Star Assessments from Accelerated Reader. Improved reading scores will be mapped on a central data base to track progress.</p>	<p>Not yet evaluated</p>	
<p>Knowledge Retrieval and Catch Up</p>	<p>Testing in September indicated the need for intervention. Small group catch up work has been set up for years 7,8 and 9 using the 2 SEN teachers and the Catch-up TA. All 3 staff have full timetables supporting students.</p>	<p>Frequent assessment by the teachers and whole school assessment via English and Maths subject areas to ascertain improvement and progress.</p>	<p>Intervention started in October, no assessments as yet.</p>	
<p>Knowledge Retrieval and Catch Up</p>	<p>Strategically trying to use our resources as efficiently as possible targeted students have been allocated to different groups to use Lexia at home and during tutor time.</p> <p>2 new screens purchased for the teaching bases to facilitate small group work. 4 new chrome books purchased to support personalised learning</p>	<p>Regular assessments and feedback from the teachers on student progress. Active data from the Lexia programme as well as whole school assessment data in English and Maths.</p> <p>High quality teaching is supported through the effective delivery of lessons and the improved learning environment for students.</p>	<p>Not yet evaluated</p>	

<p>Knowledge Retrieval and Catch Up</p>	<p>Updated strategic provision has been set up for EAL students in light of new students joining the school in September 2020. Some students in both Key Stages 3 and 4 have no English and, thus, dedicated weekly one to one provision has been organised. New resources have been purchased to support the teaching of EAL students.</p> <p>A member of staff has been appointed with additional responsibility to support EAL students Training has been purchased from REMA to support the provision which is being implemented for all EAL students.</p>	<p>Students, identified as 'New to English' will have improved engagement with the curriculum as their English develops and improves. All EAL students, not yet screened, will be categorized in order to improve targeted provision.</p> <p>Assessments and data gathered within the subject areas will demonstrate the progress of students.</p> <p>A wider and deeper understanding of the needs of EAL students will be shared with staff to facilitate good differentiation. In addition there will be a raised awareness of the global culture of EAL within the school and community.</p>	<p>Set up took place in November 2020</p>	
<p>Knowledge Retrieval and Catch Up</p>	<p>Investment in online learning to support students self-isolating and holiday work.</p>	<p>Investment in Microsoft Teams training for setting of self-isolation work and holiday work for students.</p>	<p>Positive feedback from parents regarding the more interactive nature of the resources that have been set online</p>	
<p>Knowledge and Retrieval and Catch Up</p>	<p>Holiday catch up session for Year 11 in preparation for GCSE examinations</p>	<p>Catch up session for Year 11 students to run in February half term, May Half term and Easter holidays, targeted gaps in knowledge that targeted Year 1 students have due to National lockdown.</p> <p>2 sessions per day for a minimum of 4 days per holiday</p>	<p>Not yet evaluated</p>	

Wellbeing, emotional and behavior support	Provide Emotional and Wellbeing Support through recruitment of additional SEMH ALTA 10 hours per week on average.		Not yet evaluated	
Wellbeing, emotional and behavior support	Students have access to the wellbeing room and pastoral year group assistants.  External Behaviour Mentoring for identified KS3 students.  External Agency support from organisations such as YMCA, Heads Together, Kooth.	Attendance to school exceeds 96% (non-covid related)  Appropriate interventions are in place for subject based learning and pastoral support.	Not yet evaluated	
Curriculum and Teaching & Learning development, plus wider issues	To purchase 80 pens and tablets one for each member of the teaching staff so that more detailed feedback using Microsoft Teams can be given to students isolating in the event of a full / partial school closure.  All students will receive one piece of detailed feedback for every 7 lessons of the subject taught remotely (in line with the current school assessment dialogue policy)  Feedback from parents during the first national lockdown was that not enough feedback was given to the students for the work they submitted on line. The platform used was Show My Homework which did not have this facility. The school is moving to using Microsoft Teams to set assignment and lessons remotely for the students and this action will enhance this.	Success criteria is that each students will receive one piece of detailed feedback per 7 lessons with positive parent and student feedback on the process.	First review will take place 3 weeks into the next full / partial school closure.	

<p>Curriculum and Teaching &amp; Learning development, plus wider issues</p>	<p>The curriculum in Year 8 has been adapted so that identified weaker students do not study a MFL. This gives a further 5 hours a week to catch up on English. Students use Lexia via a Functional Skills programme.</p> <p>Essential work was needed to support Year 11 students applying to Post 16 education in October 2020 as they had missed all transition support in the summer term 2020. Using the Educational Development Trust individual one to one virtual career interviews were set up for 190 Year 11 students.</p>	<p>Regular assessments and feedback from the teachers on student progress. Active data from the Lexia programme as well as whole school assessment data in English and Maths.</p> <p>All students to receive a personalised career action plan to enable them to make informed decisions about Post 16 education and thus their successful applications to Colleges.</p>	<p>Not yet evaluated</p>	
<p>Curriculum and Teaching &amp; Learning development, plus wider issues</p>	<p>2 new interventions set up to boost resilience and independence which has regressed since returning from lockdown. Staff highlighted a number of students struggling We wanted to address this as it was impacting on their progress in lessons.</p>	<p>Raise students' levels of self-worth and confidence.</p> <p>Each student will complete a self-esteem questionnaire prior to commencing the course and again at the end so we can measure the impact.</p> <p>Staff will also be asked to feedback on the students at the end to see what the impact has been.</p> <p>We will ask the students to complete an evaluation to see if there is anything we could improve for future groups.</p>	<p>The first review will be at the end of the 6 week course.</p>	
<p>Curriculum and Teaching &amp; Learning development, plus wider issues</p>	<p>Provide laptop devices for all students, particularly, disadvantaged students and those identified as vulnerable. To date we have given devices to over 70 students.</p>	<p>All students have the necessary equipment to access remote learning opportunities.</p>	<p>Not yet started</p>	

<p>Curriculum and Teaching &amp; Learning development, plus wider issues</p>	<p>To ensure that social distancing guidelines are adhered to during public and internal exams for students who require Access Arrangements in examinations.</p>	<p>Specific software has been purchased which negates the need for a student with Access Arrangements to have a physical reader.</p> <p>Further investigation into purchasing software to ensure that students that require a scribe do not need a physical scribe is ongoing</p>	<p>Initial evaluation of the system from students currently undertaking the first round of GCSE mock exams has been positive</p>	
<p>Curriculum and Teaching &amp; Learning development, plus wider issues</p>	<p>Visualisers purchased for all classrooms to support the new teaching restrictions as staff can no longer walk around classrooms freely. Webcams also purchased for SENDco and other staff needing to conduct virtual reviews.</p>	<p>High quality teaching and learning to continue as staff are able to model from the front of the class easily.</p> <p>Continuation of high quality information sharing with professionals and parents/carers.</p>		
<p>Curriculum and Teaching &amp; Learning development, plus wider issues</p>	<p>New interactive boards and screens for newly set up intervention spaces to support the enhanced intervention programme and teaching restrictions.</p>	<p>High quality teaching and learning to continue as staff are able to model from the front of the class easily</p>		