

CATCH-UP Premium Strategy

Summary Information

Total Number of students	1116	Catch-up Budget	£89,280	Amount of catch-up premium per student	£80
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Strategy Statement

Catch-up funding has been allocated to specific activities to support students at NSB to catch up with lost teaching during the previous 18 months, and to utilise this to support the curriculum for the next academic year. The range of teaching resources, IT support, interventions and adaptations that have been developed delivered by our teachers and leaders throughout the ongoing issues of the pandemic, have created opportunities for students to keep learning while staying at home, but all teachers acknowledge that children engage less and thus learn less when they are not in school. Those from socially and economically disadvantaged families have demonstrated engagement with remote learning issues which have need to be overcome and in some cases demonstrate an ongoing and widening gap.

Our aim is to raise the attainment of all pupils, close the gaps created by COVID-19 school closures. In particular at NSB we aim to raise engagement which is at the heart of our curriculum and through that student aspirations, attainment, progress and the life outcomes of those students affected by the school closures in 2020/21. Along with this we need to ensure that students sitting examinations in the summer are not negatively impacted by COVID-19.

Our catch-up premium strategy has the following priorities:

- To focus on the core skills of literacy and numeracy
- To focus on those students with the biggest gaps in progress
- To close the gap between disadvantaged and non-disadvantaged
- To support student's emotional wellbeing

Core approaches:

- Additional teaching of Literacy and Numeracy in KS3
- Additional Breakfast Club to support English, Maths and Science for those with a significant gap in progress
- Additional teaching support in English, Maths and Science in KS4 for disadvantaged cohorts
- Additional SENCO bought in to support students 1:1 with a significant gap in Year 7 and 8 to develop Literacy skills and phonics
- Review our curriculum – the purchasing and use of diagnostic assessment materials
- Capacity and expertise to support student's emotional wellbeing to be dramatically increased
- Ensure students have access to effective remote learning provision and teachers can teach hybrid lessons utilising MS Surface technology

Strategy Statement

EEF has supported our approach to Catch-up funding, providing examples of high impact adaptations and interventions

<https://educationendowmentfoundation.org.uk/guidance-for-teachers/covid-19-resources#nav-covid-19-support-guide-for-schools1>

Challenge	Strategy	Success Criteria	Implementation	Staff	Cost
Delivery of new styles whole school strategies	Curriculum change and adaptation and review	<p>New MS Surfaces to develop hybrid teaching models and full lessons at home</p> <p>Close gaps in knowledge from loss of in school lessons on return to school</p> <p>Identify lost learning and run catch up sessions</p>	<p>In school micro-training sessions and then remote surface training for all staff</p> <p>Testing in subjects to highlight gaps in knowledge and lost learning</p> <p>Interventions to be planned for those with gaps</p>	MKN/APE/STU	£0 core budget costed
Student memory affected by lack of recall required during non face to face time	Cognitive and metacognitive strategies to be developed through assemblies and wider sessions in lessons	Example evidence can be found in EEF to promote better student progress	<p>Assemblies</p> <p>Lessons</p> <p>PSHE unit</p> <p>Revision guides</p>	MKN/MRO/CBA	£3,000
Independent study and ability to access this	Improve resources and strategies for independent study	<p>All students can access school lessons and work through a PC</p> <p>Improve AIM product to ensure students have a resource bank of materials</p> <p>VLE to have a resource bank for each subject inclusive of video materials</p>	<p>All students have a PC at home to work from</p> <p>Materials in place and in VLE</p> <p>AIM access monitored and over 95% of students accessing daily</p> <p>AIM - parents accessing AIM portal regularly</p>	APE/AST/MRO/CBA/RMU	£18,500

<p>Ongoing professional development and latest strategies rolled out to staff</p>	<p>National College training programme introduced</p>	<p>3 core training packages including Safeguarding teachers have 100% attendance and certification</p> <p>Teachers improve teaching skill utilising latest technologies and requirements e.g. KCSiE21</p>	<p>Rolled our over summer 2021 and completed by December 2021</p>	<p>APE/MRO/MKN</p>	<p>£2,000 (over 2 years)</p>
<p>KS4 gaps in knowledge leading towards return of examinations</p>	<p>1:1 & 1:2 teaching with highlighted students demonstrating a gap in knowledge and/or understanding by NSB staff after school</p> <p>Small group teaching in Year 9,10 and 11 in English, Maths and Science at lunch time for those with a gap</p> <p>Small group breakfast sessions for students with an in school gap in English and Maths</p>	<p>Raise attainment of those students identified</p> <p>Close gaps between those students identified and the rest of the cohort</p>	<p>Allocate relevant time to identified English, Maths and Science teachers per week</p> <p>Recruit staff to lead tuition programmes and deliver to students</p> <p>Base line data compared to our assessment points and review this at assessment points to determine impact of the interventions</p>	<p>MKN/SMI</p>	<p>£27,000</p>

Students with significant barrier and gap in learning in Year 7 and 8	Additional SENCo to deliver 1:1 and 1:2 Literacy booster sessions and develop missing Phonics work with identified children	Rapid progress of identified students in reading age EEF evidence on 1:1 phonics support	Recruit and timetable staff member against non-core lessons for students and baseline assess, create assessment points and review work with school Senco	MKN/ESP/MIN/LBE	£14,108
Gap created by 2 years of disrupted learning in Y5 & 6 in literacy and numeracy	Additional Literacy and Numeracy booster sessions delivered in small groups before school with 'a breakfast'	Rapid progress in reading age and numeracy score in mathematics measured termly	Recruit teaching staff to deliver interventions from 7:40am-8:30am each morning. Ensure kitchen is set up to make breakfasts for identified students and administration costs to manage and communicate with parents and carers	MKN/SMI and identified teaching staff	£9,400
Emotional literacy and resilience of Y7 students	Identified students to have ELSA programme delivered weekly during non-core lesson to build friendships and confidence in new setting	Students in Y7 are settled despite in school gap and issues. Students manage the transition better	ELSA to have redirected time	MKN/SSA	£720
Emotional and social based issues based on isolation and broken rather than continuous contact. Increase in parental and student own responses reporting mental health concerns	Ensure that all students receive the emotional and wellbeing support required to return to school and effectively and any identified students to be picked up through online tool and Pupil Welfare Panel with targeted intervention if required and or counselling	No student not identified who requires support. Students ability to self refer with confidence. Enough mentoring and counselling available to meet need. Impact over 12-24 weeks that students are settling.	Staff time and availability Counselling increased to meet demand Mentoring made available for Catch-up students and self-referrals New referral system through AIM to be implemented and developed	MKN/IFA/AST/APE/LGR	£12,200
				TOTAL	£88,928

