

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION

Total number of pupils:	1094	Total catch-up premium budget:	We expect to receive £87,040
--------------------------------	-------------	---------------------------------------	-------------------------------------

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. The Park High School 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. Park High School is an inclusive learning community where **“No One Gets Left Behind”** and students are given opportunities to learn and succeed within a safe and well-ordered environment.

The staff, at all levels, and pupils of Park High 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 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.

Park High School Key Priorities 2020-21:

- Wellbeing of students and staff.
- Attendance, particularly of disadvantaged groups.
- High quality learning and teaching, which not only addresses gaps in individual children and diminishes gaps for groups, but also interleaves content studied remotely (without being content driven) and encourages independent study.

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Attainment of the Pupil Premium students in comparison to non Pupil Premium.
B	Progress of boys in particular High Ability PP boys.
C	Lower than expected literacy and numeracy levels on entry

D	Gaps in knowledge that have appeared between March and July 2020 (as identified through diagnostic assessment in half term 1)
E	Understanding the ability of our new Year 7 intake without SATS scores

ADDITIONAL BARRIERS

External barriers:

F	Limited access to learning resources such as ICT and books in the home environment.
G	PP parental engagement through formal and informal communication
H	Ensuring parental engagement levels are maintained during the 'virtual meeting' era
I	Lower attendance rates for PP students compared to NPP students
J	Wellbeing: Concerns around anxiety and safeguarding issues following the lockdown period
K	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

Park High School strategies to reduce barriers:

- Diagnostic testing and analysis
- Quality teaching
- Quality assurance of teaching and learning
- Targeted support and intervention
- Communication
- Extended school time
- Access to technology

PLANNED EXPENDITURE FOR CURRENT ACADEMIC YEAR

Strategies	Intended outcome and success criteria	What's the evidence and rationale for this choice?	Staff lead	Cost
Diagnostics testing and Analysis	Frequent Low Stakes Testing to improve pupil assessment and feedback. To improve knowledge of gaps and celebrate success. (regular data collection and identify gaps for intervention) from Sep 2020	<p>Pupil assessment and feedback - Assessment can help teachers determine how to most effectively support their pupils. Every pupil will have affected differently by Covid-19. EEF COVID-19 support guide for schools</p> <p>Pupil assessment and feedback For example, subject-specific assessments might be used to identify particular areas where pupils have forgotten or misunderstood key concepts, to ensure that new material being covered builds on secure foundations EEF COVID-19 support guide for schools</p>	JAL	£1000
	Students will complete a standardised diagnostic testing in every subject in each half term. (All students show an improvement on their original diagnostic score) each half term	<p>Intervention programmes Effective intervention follows assessment, which can be used to ensure that support is well-targeted and to monitor pupil progress EEF COVID-19 support guide for schools</p> <p>The school implements a robust process through the use of diagnostic testing in addition to the ongoing assessment procedures.</p>	JAL	£1400
	All year 7 to complete GL Assessment CAT4 online tests to identify (CAT4 assessments are used to baseline and used to generate FFT benchmarks in place) Dec 2020	<p>Pupil assessment and feedback Standardised assessments in literacy or numeracy might be used to identify pupils who would benefit from additional catch-up support. EEF COVID-19 support guide for schools</p>	JAL	£3000

Quality Teaching	Employing two additional teachers of English and mathematics to overstaff the department to enable smaller class sizes in all year groups. With on costs English £55,984 and Math's £55,984. Contribution of 50% from grant (small group removal to improve mathematics and English in Year 11 – improvement in at least one grade by Spring Tracker) Sep 20202	Support Great Teaching - Great teaching is the most important lever schools have to improve outcomes for their pupils. Providing opportunities for professional development EEF COVID-19 support guide for schools	RHO	£55,000
	An altered curriculum for Year11 will be planned and implemented. A selection of 49 students have been removed from option groups (where they were underperforming) for extra English and Maths Intervention classes to ensure they achieve the enabling 4+ E&M for college and apprenticeship. Reducing Option class sizes and enabling 6 new intervention groups taught by experienced Maths and English teachers (improved attainment after Autumn Mocks in English and Maths) Jan 2021	Small group tuition is effective which greater feedback from the teacher, more sustained engagement in smaller groups, or work closely matched to learners needs has a positive impact EEF Rating: Moderate +4 months		£2400
	MAT focus on subject pedagogy -through the Great Teaching Toolkit - Evidence Review . Through PDR process teaching staff to focus on target areas to improve pedagogy.	Great Teaching Toolkit - Evidence Review June 2020 <i>.....'CPD must consider both subject knowledge and subject-specific pedagogy in order to achieve their full potential'</i> Teacher Development Trust - Developing Great Teaching		£1200

<p>Quality assurance of Teaching and Learning</p>	<p>CL's will complete QA of walk, talk, books in each half term to inform planning and assessment – through line manager meetings the QA process will be analysed and actioned) Oct 2020</p> <p>Leaders to track and monitor catch up strategies closely continually refining practice to ensure learning gaps are closed in the most effective and timely manner – (QA tracking sheet in place) Oct 2020</p>	<p>Internal reviews of leadership. The Educational Endowment Foundation and last external PP audit indicated the merit of quality first wave teaching in the use of marking, feedback and homework. This will be evidenced in work scrutiny documentation</p>	<p>RHO CAT</p>	<p>£2000</p>
<p>Targeted support and intervention</p>	<p>Small group intervention for Targeted Year 11 student in Math's and English within curriculum time. Oct 2020</p>	<p>One to one and small group tuition - There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. EEF COVID-19 support guide for schools</p> <p>Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress. Short, regular sessions (about 20 minutes, 3-5 times a week) over a set period (5-12 weeks) appear to result in optimum impact. EEF Rating: +5month</p> <p>Small group personalised learning is effective which allows greater feedback from the teacher, more sustained engagement in smaller groups, or feedback closely matched to learners needs has a positive impact. EEF Rating: Moderate +4 months</p>	<p>MCA</p>	<p>£10200</p>

	All students in all year groups to have access to careers and emotional support with the creation of a careers lead on TLR 2 , (contribution from grant) (targeting students to improve confidence, self-esteem, target setting and career planning) Nov 2020	Intervention programmes Interventions might focus on other aspects of learning, such as behaviour or pupils' social and emotional needs EEF COVID-19 support guide for schools		£2000
	Appointment of Mental Health Support worker in partnership with Burnley FC to support student wellbeing. Contribution from grant. (positive feedback from surveys) Sept 2020	Intervention programmes Interventions might focus on other aspects of learning, such as behaviour or pupils' social and emotional needs EEF COVID-19 support guide for schools		£2000
	Intervention programmes - students who have been identified with significant gaps receive academic support to increase their confidence in all subjects by overstaffing in each faculty. Staff and students to use break out tables in each 'bubble zone' 9 (Appropriate interventions are in place for subject based learning and pastoral) Sept 2020	Intervention programmes - A particular focus for interventions is likely to be on literacy and numeracy. For example, there is extensive evidence showing the long-term negative impact of beginning secondary school without secure literacy skills EEF COVID-19 support guide for schools Intervention programmes - In order to support pupils who have fallen behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary. EEF COVID-19 support guide for schools		£2600
Extended School time	A timetable of after school intervention lesson on a two week carousel. Students are identified by class teacher as requiring additional support and are booked on booking spreadsheet- invites are emailed to students. (Dec 2020)	Extended school time In some cases, schools may consider extending the length of the school day; for example, to provide additional academic or pastoral support to particular pupils after school EEF COVID-19 support guide for schools Extended school time There is some evidence that extending school time can have a small positive impact on learning as well as improving other outcomes, such as attendance and behaviour. EEF COVID-19 support guide for schools	SHU	£1800

<p>Communication</p>	<p>Establish an online video call system for parents evening to ensure parents have access to the teacher meetings remotely through schoolcloud positive feedback from parental survey) Nov 2020</p> <p>Develop an online weekly newsletter to inform parents of weekly school events and Covid Plans using Microsoft Sway. (positive feedback from parental survey) Sept 2020</p>	<p>Tailor school communications to encourage positive dialogue about learning. EEF Working with parents to support children’s learning</p> <p>Additional support in the new school year could focus on providing regular and supportive communications with parents, especially to increase attendance and engagement with learning EEF COVID-19 support guide for schools</p>	<p>CBR</p> <p>CAT</p>	<p>£1050</p> <p>£0</p>
<p>Access to technology</p>	<p>School remote learning strategy - we are using Microsoft Teams and Outlook email as our remote learning platform this can be accessed through a mobile phone, computer or tablet. Ensuring all work can be accessed through a mobile phone to ensure students with a computer or tablet are not disadvantaged. (Sept 2020)</p> <p>Provision of laptops to support independent learning of PP students. A successful bid for 101 laptop devices was made to the DfE. Devices have been distributed to PP students during bubble closures to support home learning. Student survey, parental MS Forms Survey and 1-1 interview with JAL to ascertain need. (successful and laptops distributed first bubble closure No 2020)</p>	<p>Access to technology - To support learning, how technology is used matters most. Ensuring the elements of effective teaching are present—for example, clear explanations, scaffolding, practice and feedback - is more important than which form of technology is used. EEF COVID-19 support guide for schools</p> <p>Access to technology As all pupils return to schools, technology could also be valuable; for example, by facilitating access to online tuition or support. Some schools might find it helpful to invest in additional technology, either by providing pupils with devices EEF COVID-19 support guide for schools</p>	<p>JAL</p> <p>JAL</p>	<p>£1400</p> <p>£0 cost</p>
				<p>£87,040</p>

ADDITIONAL INFORMATION

Students at Park High School respond well to teaching support in small groups, historically this has been offered to small cohorts, the funding gives us the opportunity to fund additional English and mathematics teachers to free up staff to deliver to a wider cohort. This enable gap filling and free classroom time to work on stretch and challenge, improving ambitions of students

The challenges of technology coverage for our students reflect the level of deprivation in the geographical area and undermine and inform our Remote Learning Strategy to be accessible to all students.

Date of next Strategy Review

First Review	January 2021	Second Review	April 2021	Final Review	July 2021
--------------	--------------	---------------	------------	--------------	-----------