

WGSG - Coronavirus (COVID 19) Catch Up Premium

Allocation of funds:

The coronavirus (COVID 19) catch up premium is calculated on a per pupil basis and will provide WGSG with a total of £80 additional funding per pupil in Year 7 through to 11 for one year.

Total expected:

Year Group	No of pupils	Total
Year 7	180	£14,400
Year 8	150	£12,000
Year 9	150	£12,000
Year 10	144	£11,520
Year 11	149	£11,920
	Total	£61,840

Numbers on roll: 16th September 2020

Payment Schedule:

Payment 1	Autumn 2020	Initial part-payment based on latest available data regarding number on roll
Payment 2	Early 2021	Based on updated pupil data – October Census. Total paid up to this point will not exceed £46.67 per student.
Payment 3	Summer Term 2021	Remaining payment per pupil of £33.33

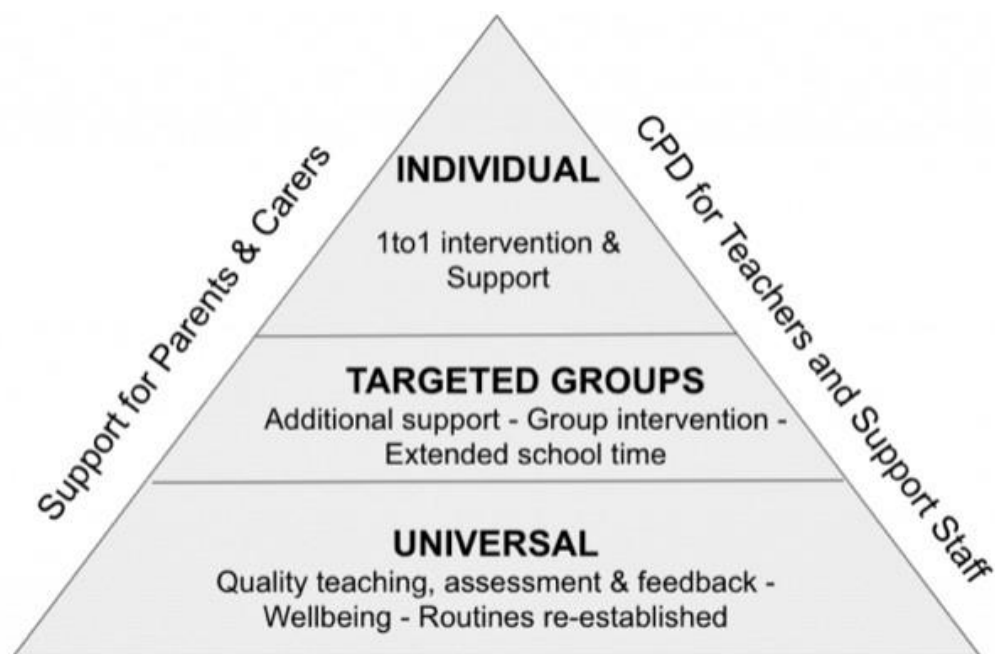
Use of funds:

WGSG intends to use this additional funding for specific activities to support pupils to catch up for lost teaching time in line with the curriculum expectations published by the DfE on 2nd July 2020. WGSG will also utilise the additional funding to support pupils for whom socio-emotional issues are providing barriers to learning. The plans made by WGSG will not compromise our broad curriculum, but instead will be based upon the educational and pastoral needs of our pupils. WGSG intends to spend this funding in the most appropriate manner for its cohort and circumstances. It is also essential to consider how to align chosen approaches with Pupil Premium spending and broader school improvement priorities.

Funds will be designated to one of three strands, which will underpin the WGSG catch up strategy.

- Teaching and Whole School Strategies
- Targeted Support
- Wider Strategies

A variety of strategies pitched at different levels from universal to individual will allow the most progress to be made in terms of catch up.



Focus 1: Teaching and Whole School Strategies

Ensuring consistently high-quality teaching and learning offers the best opportunity to close any gaps that have emerged due to school closures.

Strategy/Approach	Suggestions	Cost	Led By	Reach	Expected impact
Consistency in teaching and learning across the school	<ul style="list-style-type: none"> Clearly focused PLCS – targeted on Research <p>These include;</p> <ul style="list-style-type: none"> Retrieval Practice Marking and assessment Homework/independent learning Stretch and Challenge Rewards and Grades Cognition conscious classroom Differentiation Behaviour Leadership 	£0	MDH and SLT	ALL	<ul style="list-style-type: none"> High quality teaching and learning will ensure the progress of all learners Developed retrieval of knowledge extending to developed analytical responses Clear and purposeful homework practice Developed understanding of teaching the most able Improved practice for supporting students High quality teaching which continues to improve behaviour
Whole school support resources	Knowledge organisers shared with all Year groups	£0	DM	ALL	<ul style="list-style-type: none"> Key support materials to ensure students are aware of where their gaps are and seek help as appropriate
Support sessions	As appropriate, run TEAMS support and revision sessions	£0	DM	ALL	<ul style="list-style-type: none"> To support students in a COVID secure way
Range of CPD and training opportunities	<p>Could include;</p> <ul style="list-style-type: none"> Effective Assessment and Feedback Curriculum Planning Epistemic Insight Project TALL Group PLCS NPQ - courses 	£0	MDH/RAT	ALL	<ul style="list-style-type: none"> A range of professional development opportunities and necessities will ensure staff are fully supported and well equipped to address the challenges faced this academic year and support progress and catch up

	<ul style="list-style-type: none"> • ITT and NQT specific training • TEAMS Training • ASCL 				
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Focus 2: Targeted Support					
Targeted, personalised support and intervention is essential to ensure that those pupils who have fallen furthest behind are offered the best possible chance of catch up.					
Strategy/Approach	Suggestions	Cost	Led By	Reach	Expected Impact
1-2-1/Small Group tutoring	English focus to support cross-curricular literacy. <ul style="list-style-type: none"> • Y7 small group work in Library lessons • Y8 – 9 Identify support for students who have fallen behind • Create set 7 in Y11 English 	£24k	DM / LG	Targeted Group	<ul style="list-style-type: none"> • EEF research-based evidence suggests that 1-2-1 and small group tutoring can add the equivalent of 5 months learning • Focus on Y7 transition and KS4 which have less time to close gaps. • Target support for students
	Maths Ability setting in Maths utilised to focus support	£0	MDO	Targeted Group	
	Science Ability setting in Science utilised to focus support	£0	SMU	Targeted Group	
Curriculum Adaptation	Alteration to curriculum model to create 2 additional lessons to provide subject specific support in Maths and Science. This has been	£7,800	MD/SM	Y11	<ul style="list-style-type: none"> • Knowledge gaps with challenging concepts closed

	moved from 'supported study' delivered by non-specialists.				
'Trauma Support'	<p>Could include:</p> <ul style="list-style-type: none"> • CAMHS • Time2talk • Pastoral Mentoring • Mental Health First Aid Training • Kooth • Supervision of support managers • Trailblazers • DSL training for HoY 	<p>PP</p> <p>1.5K /PP</p> <p>£405</p>	All	Targeted groups – individual	<ul style="list-style-type: none"> • Will ensure that the well-being and mental health of pupils within the school is a consistent priority and that where possible, pupils are getting the support they need
Close the Year 7 Gap	<ul style="list-style-type: none"> • Utilise CATS and baseline findings to determine small group intervention sessions for Year 7 Catch Up in the core 	Already included above	DM	Year 7	<ul style="list-style-type: none"> • Gaps will be identified and addressed ensuring pupils are 'caught up' before Year 8
Y9 (Y10) Finance course	Supporting students through L2 qualification to be assessed Summer 2021	£1k	DM/MDO	Year 10	<ul style="list-style-type: none"> • Achievement of qualification
Laptop/IT purchasing for students	Laptops and dongles purchased for students to learn remotely	£7740	JL		<ul style="list-style-type: none"> • Ensuring all students can access support even if not PP students.
Other Interventions	<p>Could include:</p> <ul style="list-style-type: none"> • GCSEPod • TEAMS resourcing • Revision input 	<p>PP</p> <p>£1395</p>	<p>DM/RAT</p> <p>DM</p>	<p>Year 11</p> <p>Y10/11</p>	<ul style="list-style-type: none"> • A program of interventions will follow assessment to ensure interventions are precisely targeted. • Broader school priority to raise standards in GCSE outcomes

Focus 3: Wider Strategies

WGSG is clear that a range of wider strategies are required to support students, parents and carers in the aftermath of school closure.

Strategy/Approach	Suggestions	Cost	Led By	Reach	Expected Impact
Attendance Interventions	Could include: <ul style="list-style-type: none"> • Nudge Theory • 'Learning Attendance' to be celebrated rather than in school attendance? 	£0	JL	Universal	<ul style="list-style-type: none"> • Attendance and engagement in remote learning will promote progress and catch up
Transition Events	Already in place on calendar Additional Sixth Form Open events and IAG	£0	All	Universal, Targeted year groups	<ul style="list-style-type: none"> • Dedicated transition events are likely to ensure pupils, parents and carers are informed and ready to start the new school year
Purchasing resources to bridge the gap	<ul style="list-style-type: none"> • Science Revision Guides • Maths Revision Guides 	£3k			<ul style="list-style-type: none"> • Additional support allows for individualized progress
e-mentoring	Weekly academic and pastoral mentoring provided by CCCU to all Y11 student	£15k	MLA		<ul style="list-style-type: none"> • Students access individualized support • Better preparation for study skills and revision • Support for next steps • Bespoke subject support to improve achievement in core
Additional resources to support home learning	Could include: <ul style="list-style-type: none"> • Revision materials to be sent home (revision guides, CPG, workbooks) • Ensure access to technology for disadvantaged pupils (is technology adequate?) • EEF resources 			Targeted groups – individual	<ul style="list-style-type: none"> • Lack of access to technology and resources provides the greatest barrier to home learning. • Efforts to ensure all students have access to appropriate resources and technology will remove this barrier.

Current planned Spending: £52,705

What do we want to avoid?

- Knee jerk, ill-informed catch up plans
- High stakes, graded assessment too early in the academic year
- Additional tracking sheets that monitor progress
- On over reliance on professionals that do not know our pupils