

# Catch-up premium: Coronavirus (COVID-19) strategy statement - SWCHS

1. Summary information			
School	Saffron Walden County High School		
Academic Year	2020/21	Total CUP budget	£1115,000

2. Introduction			
<b>Use of funds</b> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances. To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a coronavirus (COVID-19) support guide for schools with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way. This could include for example: small group or one-to-one tuition (particularly through the National Tutoring Programme), summer programmes to help re-engage pupils, or extra teaching capacity from September.</p>			
<b>The EEF recommends the following targeted support:</b>			
<ul style="list-style-type: none"><li>- One to one and small group tuition</li><li>- Intervention programmes</li><li>- Extended school time</li></ul>			
<b>The EEF also recommends the following wider support:</b>			
<ul style="list-style-type: none"><li>- Supporting parents and carers</li><li>- Access to technology</li><li>- Summer support</li><li>- Supporting pupils' social, emotional, and behavioural needs</li><li>- Plan for pupils with SEND</li></ul>			
<p>The EEF also recommend that interventions include regular sessions maintained over a sustained period and are carefully timetabled to enable consistent delivery. These interventions should be carefully targeted through identification and assessment of need and the intensity should be monitored. Some pupils may make quick gains as they return to school full time, so assessment needs to be monitored - in a manageable fashion - over time.</p>			

As for any structured intervention, ensure that learning in interventions is consistent with, and extends, work inside the classroom and that pupils understand the links between the two. By using our own teachers, connections are made between the out-of-class learning in the interventions and classroom teaching.

<b>3. Planned Expenditure</b>					
<b>Academic year</b>		<b>2020/21</b>			
<b>i. Interventions</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Ensure all pupils who require additional post-COVID support are making good progress in En and Ma.	Additional Maths and English sessions tailored for CUP students with LSA support. In addition, additional teacher support is also available through two specialist SEND teachers (one for Literacy and one for Numeracy). All CUP students are in small teaching groups to ensure more frequent individual support from the class teacher.	<p>Positive impact of 1:1 in previous years – now replaced with specialist teaching for small CUP group.</p> <p>Positive results for CUP pupils from last year suggests that the intervention of a specialist teacher is having the desired impact.</p>	<p>TLWs and analysis of PC data for students in smaller En and Ma groups.</p> <p>Liaison with ACs for En and Ma.</p>	M. Blayney M. Norman Maths and English Leads	On-going review throughout the year using TLWs as a basis for developments.

Employment of a new Catch-up co-ordinator	New Pastoral Hub created in B16 to provide additional pastoral support capacity for pupils who are in need of pastoral care throughout the day. Therapy will also take place in this space for selected pupils.	Effect Size rating of +0.40 based on Hattie (2015) for Reducing Anxiety.	MXB and PH to discuss work conducted with Catch-u Co-ordinator in line management meetings.  Review of attendance figures and pupil profiles in YAC and SLT meetings.	M.Blayney P. Heath Catch-up Co-ordinator YACs	Reviewed regularly in YAC meetings and line management meetings.
Additional one-to-one, after school and small group tuition	Additional English sessions with Learning Centre manager providing small group intervention, additional Languages Assistant intervention, additional one-to-one TA support for EHCP pupils engaging with home learning, after school Maths tuition, TA support for Homework Club, and engagement with the UK Government's National Tutoring Programme.	Positive impact of 1:1 in previous years – now replaced with specialist teaching for small CUP group.	Regular line management meetings to discuss interventions and their impact.  Regular contact with parents of children engaging with learning at home.  Pupil outcomes in subjects where they are receiving support through Progress Check data.	M. Blayney M. Norman P. Heath K. Pieri ACs for En, Ma, and Langs.	Regular review through Progress Check data, feedback from staff, pupils, and parents.  Review of tutoring by PPG Co-ordinator and SLT link.
Additional resource to support pupils post-COVID.	CBT counselling support for pupils through a MIND counsellor. Additional laptops purchased for pupils who need them for home access, and two Study groups secured.	We assess that counselling will reduce pupil anxiety which has an Effect Size rating of +0.40 based on Hattie (2015).  Laptops will enable pupils to access lessons and resources in the event of them having to work from home.	PPG co-ordinator and YACs will ensure that any pupil who needs a laptop will receive one.  MIND counselling booked via counselling lead at SWCHS.	M. Blayney P. Singh B. Fox	Laptop eligibility will be assessed
<b>Total budgeted cost</b>					<b>£115,000</b>

<b>4. Review of expenditure</b>				
<b>Previous Academic Year</b>		<b>2018-19</b>		
<b>i. Interventions</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria?	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

<p>Ensure all CUP students are making good progress in En and Ma.</p>	<p>Additional Maths and English sessions tailored for CUP students with LSA support. All CUP students were in small teaching groups to ensure more frequent individual support from the class teacher.</p>	<p>Expectation outcome data from 2018-19 (see page 1) looks promising and supports the view that CUP interventions are having an impact.</p> <p>Increased membership of CUP students in clubs designed to aid pupil progress.</p>	<p>To continue in 2019-20 with ...</p> <ul style="list-style-type: none"> <li>- Increased monitoring of PC data for En and Ma, especially for groups including lower prior attainers</li> <li>- Increased liaison with ACs for Ma and En</li> <li>- Increased analysis of individual success criteria that allows for more detailed monitoring and impact measurement.</li> <li>- Development of specialist teaching programmes by new teachers in the aforementioned sections.</li> </ul>	<p>Costs of an extra Maths and English group:</p> <p>6 lessons in each cycle for Maths and English – 19.5 cycles  Teacher: £25 per hour = <b>£5,850</b>  LSA: £15 per hour = <b>£3,510</b></p> <p><b>Total: £9,360</b></p>
<p>To support CUP students in developing improved learner behaviours</p>	<p>YAC/SSO Intervention groups (Homework Clubs, learning skills ...). Some students have attended Maths Breakfast club and many are involved in the 'Literacy Push Group'</p>			<p>Additional support costs/  Resource production/  Staffing costs to cover meetings, data and impact analysis</p> <p><b>Total: £1,640</b></p>
<p>To ensure that CUP students transition from Primary to Secondary school successfully</p>	<p>Some students are receiving mentoring during Registration time from older pupils. Teacher Tutorials also on-going</p>			<p><b>Expenditure for CUP 2018-19:</b></p> <p><b>Total: £11,000</b></p>

**5. Additional detail**

### **Monitoring and Support**

CUP students are monitored very closely by English and Maths Areas and by the Year 7 Achievement Coordinator following each Progress Check. The following support remains in place:

#### **Maths**

- all students in small teaching groups to ensure more frequent individual teacher support
- all students in groups with LSA support
- some students have attended a Maths Breakfast Club

#### **English**

- all students in small teaching groups to ensure more frequent individual teacher support
- most students in groups with LSA support
- many students are taken out of English lessons during silent reading time for a session with an LSA working on reading and inference support
- many students involved in a Year 7 'Literacy Push Group'

#### **General Interventions**

- some students have been on Form Tutor, Student Support Officer, Year Achievement Coordinator report to monitor learning
- some students have been invited to attend the Year 7 Homework Club where this was an identified issue
- teaching by two SEND teachers, one for Numeracy and one for Literacy is on-going and having a positive impact as demonstrated by the 2018-19 results.