

Catch-Up Premium Plan: Kings Norton Girls' School

Summary information					
School	Kings Norton Girls' School				
Academic Year	2020-21	Total Catch-Up Premium	£63,920	Number of pupils (Y7-11)	804

Guidance

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total based on numbers of pupils in years 7 through to 11.

As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.

Use of Funds	EEF Recommendations
--------------	---------------------

Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on [curriculum expectations for the next academic year](#).

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.

The EEF advises the following:

Teaching and whole school strategies

- Supporting great teaching
- Pupil assessment and feedback
- Transition support

Targeted approaches

- One to one and small group tuition
- Intervention programmes
- Extended school time

Wider strategies

- Supporting parent and carers
- Access to technology
- Summer support

Identified impact of lockdown

Maths	Staff and pupils should be both be congratulated for the efforts they have gone to in order that the disruption of lockdown has been minimised. Despite these efforts the impact of lockdown has been significant. Two main aspects include the chunk of curriculum not covered through missed learning time. Also, a lack of revision and retention activities that we provide in class have allowed gaps to open back up on more basic skills. We are in the process of assessing numeracy and calculation skills, but the consensus of teachers is that these are behind where they should be at this point.
English	Throughout the school closure, our students lost essential practise of reading, writing and analysing. Our mini mock assessments have identified that students need to work on improving writing stamina and refining the skills necessary to achieve their target. Many students did not practise or develop their analysis skills across the closure. As a result students are now unable to pick out methods and analyse how writers use these methods for effect. Although some of our students read widely during lockdown, some have lost their reading fluency and as a result find it difficult to comprehensively understand the fiction and non-fiction texts that we study. Students did not receive regular written feedback and our purple pen lessons will be really crucial moving forward.
Science	In key stage 3, the most significant gap in learning is working scientifically, which includes practical work, analysis - including mathematical skills - and evaluation of methods. In key stage 4 students are generally less secure in their knowledge of key scientific concepts, so they are finding it more challenging to understand more complex ideas in the GCSE specification. They have missed out on annual assessments, which usually provide an opportunity to develop revision skills and consolidate knowledge accumulated over a longer period of time. This is reflected in recent assessments of all areas of science. Practical work usually supports the students with their understanding of science, and the lack of both teacher demonstrations and class practical work has affected the students' ability to grasp scientific ideas.
Other curriculum areas	There are some gaps in knowledge and skills – some units of work have not been taught, and skills have not been practised as frequently, meaning that children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. The impact of this varies in relation to how effectively individual students were able to access and engage in the work during lockdown and the issues are more urgent for Year 11. Children have also missed out on the curriculum experiences such as educational visits.
Pastoral	Contrary to schools initial worries, the vast majority of students were eager to continue their learning in school and returned ready to learn and resilient. A small number of students in Key Stage 4 have found the return to school, and especially the demands of catching up, particularly stressful. Some areas of personal, social and health education were unable to be delivered due to the nature of our preferred delivery of this content with high levels of group discussions. As a school we believe in an ethos of support and care by all members of the community and our usual practice of using peer mentors to aid year 6 to 7 transition and support any student who asks for help has not been able to be implemented. This has made the transition more daunting than usual for some of our most vulnerable students. Student leadership experiences has been hindered, for example as prefects in year 11 are not able to have as many leadership roles around school.

Planned expenditure - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools)

i. Teaching and whole-school strategies

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review
<p><u>Supporting great teaching:</u></p> <p>We will create a supportive environment, ensure students understand the content, maximise opportunities to learn and activate hard thinking. Communication and carrying out of time-limited plans and expectations to students will be clear and planned. Students will benefit from high quality teaching that makes full use of metacognition strategies, assessment for learning and carefully planned homework.</p>	<p>GCSE POD</p> <p style="text-align: right;">£8766.06</p> <p>See document 'Principles for T&L, Assessment and Interventions for September 2020'</p>		EWA LSH/ SLT	Feb 21 and Sept 21 On-going
<p><u>Teaching assessment and feedback</u></p> <p>Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments.</p>	<p>Purchase of white boards and pens</p> <p style="text-align: right;">(£1987.48)</p> <p>Reorganising assessment calendar</p>		TCH SLT/ LHA	Feb 21
<p><u>Transition support</u></p> <p>Year 7 feel as familiar as possible with the school and staff without being able to physically attend prior to September.</p> <p>Students have a supportive physical learning environment by creating a new look and feel to their bubble rooms which helps them to enjoy being at secondary school.</p>	<p>Y7 tutors call all parents/ carers to discuss settling in.</p> <p>Induction video/ virtual tour/ summer work.</p> <p>Additional weekly time with tutors and themes of the week focussed on wellbeing.</p> <p>Improving school environment to create a space conducive to learning.</p> <p style="text-align: right;">(£13,000tbc)</p>		CSK	Jan 21
			Total budgeted cost from catch-up budget	£ 21,766.06
			Total budgeted cost from other budgets	£ 1987.48
			Total budgeted cost	£23,753.54

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review
<u>1-to-1 and small group tuition</u> Identified students will have significantly increased understanding of subject content and exam technique and be able to approach their exams with confidence.	Brilliant Club/ NTP <ul style="list-style-type: none"> • <i>Maths</i> • <i>Science</i> <p style="text-align: right;">(£1170 + £1170)</p>		TCH, RCU, DMC	Sept 21
	In-house tutoring <ul style="list-style-type: none"> • <i>English</i> • <i>MFL</i> • <i>Maths</i> <p style="text-align: right;">(£2100 + 2100 + £1950)</p>		EWA, MHO, CTH	Sept 21
<u>Intervention programme</u> An appropriate numeracy and literacy intervention supports those identified children in reinforcing their understanding of basic maths skills and application of number and reading, writing and speaking. Identified Y11 students who have fallen behind during school closure are able to address those gaps through additional lessons and mentoring in order to complete their courses successfully.	Breakfast clubs <ul style="list-style-type: none"> • <i>Maths (Y7)</i> • <i>English (Y7 and Y8)</i> <p style="text-align: right;">(£150 + £1200)</p>		EWI EWA, RHO	July 21
	Period 6s <ul style="list-style-type: none"> • <i>Geography</i> • <i>Health and Social Care</i> • <i>History</i> <p style="text-align: right;">(£600 + £1200 + £600)</p>		SWA, VWA, CTH	Feb and Sept 21
	Academic mentoring <p style="text-align: right;">(£600)</p>		ADA	Feb and Sept 21
<u>Extended school time</u> Students are able to access a one-hour homework club at least twice a week. Students attend voluntarily but can be encouraged to attend by teachers or HoY if data suggests they would benefit. Parents are supportive of the club and understand its purpose as a support mechanism. Students are able to access a suitable learning environment over the Easter holidays.	Homework club <ul style="list-style-type: none"> • <i>Y7 – 4 times a week</i> • <i>Y8 – twice a week</i> • <i>Y9 – twice a week</i> • <i>Y10 – twice a week</i> • <i>Y11 – 4 times a week</i> <p style="text-align: right;">(£6300)</p>		TCH LBR NBI PST NWA ADA	Feb 21
	Supervise the Learning Hub for Year 11 for 5 days <p style="text-align: right;">(£480)</p>		TCH	
Total budgeted cost from catch-up budget				£10,620
Total budgeted cost from other budgets				£ 9000
Total budgeted cost				£19, 620

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review
<p><u>Supporting parents and carers</u></p> <p>Students will have greater opportunities to access learning at home. Home-learning opportunities will not require parents to support or deliver the activities, affording the children greater independence, structure and motivation.</p> <p>Students have access to appropriate stationery and paper-based home-learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning.</p> <p>Parents and carers are able to meet their child's teachers and tutors to discuss their progress.</p>	<p><i>Students are trained on how to access and maximise the opportunities of remote learning.</i></p>		LSH + FLs	Feb 21
	<p><i>Ensure a ready stock of stationary in school</i></p> <p style="text-align: right;">£1000</p>		TCH/ HoY	Feb 21
	<p><i>Purchase of school cloud software</i></p> <p style="text-align: right;">£1048</p>		DGU	Feb 21
<p><u>Access to technology</u></p> <p>During the catch-up extended school provision, students can access additional devices so that they can access remote learning.</p> <p>Teachers have laptops that are equipped with webcams and allow the teachers to access school-based resources from home and throughout the school. Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children.</p>	<p><i>Purchase of 15 laptops (plus distribution and maintenance of laptops already purchased and provided by DfE)</i></p> <p style="text-align: right;">£7064.25</p>		DPA	Feb 21
	<p><i>Replace 17 staff laptops</i></p> <p style="text-align: right;">£7969.77</p>		DPA	Feb 21
Total budgeted cost from catch-up budget				£ 17,082.02
Total budgeted cost from other budgets				£ 0
Total budgeted cost				£17,082.02
			Cost paid through Covid Catch-Up	£49,468.08
			Cost paid through school budget	£10,987.48
			Total Cost	60,455.56