

COVID-19 Catch-up Premium Report

COVID-19 Catch-up Premium Spending: Summary

SUMMARY INFORMATION			
Total number of pupils:	1002 (eligible)	Amount of catch-up premium received per pupil:	£80.00
Total catch-up premium budget:	£80,160		

STRATEGY STATEMENT

Context - The National Tutoring Programme

In response to the Government’s decision to close schools during the COVID-19 pandemic, the UK has experienced disparities in engagement which has greatly affected pupils from disadvantaged areas and, in particular, those who qualify for Pupil Premium. Therefore, the government has put forward a one billion pound pledge, including £650million towards supporting pupils to catch up as part of a National Tutoring programme. This is available to all state-funded mainstream, special schools, and alternative provisions. Each educational establishment is granted £80 per eligible child across year groups ranging from Reception to Year 11. Harlington School has been allocated a one-off catch-up premium of £80,160. A first installment of 25% has been available to Harlington School since October 2020.

The National Tutoring Programme operates two under two strands:

The first strand is to provide schools with access to ***tuition partners***. These partners offer a subsidised, ‘small group’ or ‘one-to-one’ tutoring service and are recommended by the Department for Education. Successful tutoring companies can commence tutoring from November 2020.

The second strand is for schools to employ ***academic mentors***, whose salaries will be paid for by the Department for Education. Teach First are responsible for

the recruiting of mentors and expect this service to commence in the latter part of the Autumn Half Term. Harlington School has applied for an academic mentor in English, Mathematics and Science. Mentors will be used accordingly to support in class teaching, one-to-one and small group sessions.

Department for Education:

Funding can be used at the school's discretion, however The Education Endowment Foundation has published guidance about how schools may wish to allocate these funds:

https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf

Schools need to provide evidence of how and where they have allocated this funding.

Current Position - 26.01.2021 *(To be updated regularly)*

- Harlington School has been accepted to receive National Tutoring Programme funding.
- Teach First has secured one academic mentor in English during the second wave of recruitment for January 2021 Half Term 3 start and will endeavour to recruit additional mentors in the third round of applications. Successful applicants will start in the Spring Term (2021).
- Harlington School received the first installment of £20,040 (25%) in October 2020. This installment is to be used to pay salaries of any employed Academic Mentors and Tuition Partners who have worked throughout the Autumn Term. A second instalment is due in January 2021, and a third instalment will be paid in April 2021 for years 7-11 funding.
- Harlington School facilitated trial days for English, Mathematics and Science Academic Mentors. These mentors were obtained through 'Ribbons & Reeves' to commence work starting Monday 19th October 2020. *As Teach First is the only company endorsed by the Department for Education to receive funding, payments for these services will be taken from our allocated budget.*
- Covid Assessments have been completed in years 8, 10 and 11
- Staff member responsible for this funding is attending webinars about how best to spend our allocation.
- A national lockdown was enforced on 4.1.21 and this has meant that Harlington School is closed to all but Key Worker and Vulnerable children. Prime Minister, Boris Johnson reiterated on 27.1.21 that funding for tuition will continue, however understands that tuition will be delayed.

Strategy

Harlington School intends to use this allocated funding to close the attainment gap created by COVID-19 school closures. This will be achieved through effectively identifying progress and attainment gaps across the student body, and then tailoring support to the individual needs of each student. In doing so, Harlington School will undertake the following actions:

- Assess all students in all subjects, post COVID-19 School Closures. These assessments will be used to evaluate how much learning has been lost during the COVID-19 School Closure periods. Students with large gaps in their knowledge (less than 20%) will be targeted for subject specific tuition.
- Evaluate the impact of tuition intervention through initial baseline tests and subsequent regular assessments.
- Devise plan and timetable for academic mentors - Harlington School will plan for 160 days of Core Subject Academic Mentoring. School based National Tutoring Programme lead will liaise with Department and Subject leaders to select suitable students for mentoring and tuition. Following this, the programme lead will devise a suitable timetable to accommodate all stakeholders.
- Secure appropriate tutors through an approved list of Department for Education recommended organisations.
- Promote the use of this funding internally and encourage staff to consider ways in which they could utilise it to support outcomes in their subject areas.
- Apply for Post 16 Catch-up funding - Harlington School will apply for additional funding to support Post 16 students who achieved grade 4s at GCSE. This funding will be used to support students in strengthening key knowledge required to fully engage with the heightened level of content at Key Stage 5.
- Holiday Interventions - Pending Government guidance, Harlington School will consider using the funding to support Holiday Intervention Sessions led by Harlington teaching staff. Holiday interventions will be delivered in response to specific gaps in student knowledge and will be determined by faculty and department leads.
- The above strategies serve as an initial response to the ever-changing educational system in these unprecedented times. As a school, our priorities and strategies will continue to develop and shall be reflected in this document.

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	Lack of face-to-face lesson delivery - Although students did return to Harlington School in September 2020, most students had missed more than 14 weeks of in-class education. Whilst most students have attended school from September to December 2020, teacher interaction has been limited due to 'teacher exclusion zones' and an increased focus on Social Distancing. Teachers have had less opportunities to collect student exercise books and mark / assess the quality of students' work.
B	Curriculum / Subject Content - Due to the nature of both the school curriculum and the structures specified by exam boards, students will struggle to catch up on content missed through the COVID-19 school closures. Whilst some students are capable of self-regulating themselves and maintaining the motivation to study during the COVID-19 school closures, others have struggled to engage in the work. Good teachers spend a lot of their time

	<p>planning and differentiating to meet the needs of students when delivering in-class lessons. When these mechanisms are removed, it is inevitable that some students will struggle to engage in new ways of learning. For many students, these learning opportunities have been missed and require re-teaching to ensure there are not any gaps in student knowledge. In principle, re-teaching is an obvious solution, but in reality, time constraints limit the application of this.</p>
C	

ADDITIONAL BARRIERS	
External barriers:	
D	<p>Access to 'remote learning' - Whilst the government has made some efforts to ensure students have been able to access remote learning platforms, this has unfortunately not been adequate in terms of meeting the demand. Many families remain without the devices required to access remote learning. Deliveries of such devices have been frequently delayed and often, families have had to share devices amongst children / siblings. This has limited student engagement in our online provisions and their access to important subject content.</p>
E	<p>Attendance - The COVID-19 pandemic has not only impacted schools through Government decisions to close schools nationally. Students have regularly had their education disrupted through positive COVID-19 cases in classrooms. Many students have been forced to self-isolate following a confirmed case in school. Teaching staff have also had to self-isolate if it has been deemed that they were within a contactable distance. Some students and staff members have been affected multiple times following a confirmed case.</p>
F	<p>Hard to engage families -</p>

Planned expenditure for current academic year

<u>Targeted support</u>

Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
<p>Year 11 English or Maths tuition (1:3) sessions in school</p> <p>90 pupils will receive 15 hours each of tuition in either Mathematics or English</p>	<p>Students currently projected a borderline grade of 3-4 in English and Mathematics will secure a standard or high GCSE Pass.</p> <p>Students currently projected a borderline grade of 6-7 in English and Mathematics will secure a grade 7, allowing for a smoother transition to KS5.</p>	<p>Students achieving at least a standard pass in English and Mathematics have more opportunities available to them at KS5 or further education.</p> <p>Current Year 11 students have been heavily impacted by two national lockdowns, missing approximately 20 weeks of education. Students securing Post 16 education are at a greater disadvantage than their predecessors.</p>	<p>Students identified by CLs using projected grade data.</p> <p>HOYs to support the selection process.</p> <p>Connex tuition company have been selected to support Harlington students. They will baseline students and test at regular intervals to track progress. They liaise with CLs and staff lead to ensure targeted content is being covered. CLs provide an overview of a student's strengths and weaknesses.</p>	SFM	<p>All intervention to be reviewed regularly through the following methods:</p> <ul style="list-style-type: none"> ● Whole school data drops ● Regular Connex tracking. ● Teacher assessment ● Past papers ● Reviews of students' individual personalised learning checklists.
Academic Mentors	Mentors in each of Science, English and Mathematics will have a non-qualified teacher attached to their department. The mentor's line manager will liaise with Heads of departments in order to use the mentors to support the learning and lead intervention sessions.	<p>Mentors will be with the departments every day, and therefore build rapport with both staff and pupils.</p> <p>Years 8, 10 and 11 have been their primary focus.</p> <p>TeachFirst have allocated Harlington an English mentor in the second wave of their recruitment. Therefore, Harlington has</p>	The Mentor's line manager liaises with the heads of department to ensure effective intervention is taking place with identified pupils.	SFM	<ul style="list-style-type: none"> ● Data drops ● A tracking system filled in by the mentors after each session

		recruited through 'Ribbons&Reeves' recruitment agency to fill the posts.			
Total budgeted cost:					£61,000
<u>Quality of teaching for all</u>					
Action:	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
<p>Introduce a working party. Focus on both academic achievement and the overall school experience of disadvantaged students, discussing opportunities to improve this where necessary.</p> <p>Observe outstanding practice in other schools and reflect on our provision to meet the needs of our Pupil Premium / Disadvantaged cohort.</p> <p>Share in-house successes in the weekly bulletin, raising the profile of this funding.</p>	<p>Raise the profile of disadvantaged students and those who have been significantly impacted as a result of national lockdowns / school closures.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> ● Increased awareness of student profiles. ● Increased awareness of available funding / interventions. ● Increased collaboration and impact from staff across the school. 	<p>Collaboration and ownership amongst colleagues promotes success and raises awareness.</p>	<ul style="list-style-type: none"> ● Regular meetings ● Minutes and action points from working party meetings. ● Case studies and tracked intervention. 	<p>SFM / SNW</p>	<p>Bi-weekly</p>

Department / Subject Premium - Staff have the opportunity to request funding from the COVID Catch-up fund to support a specific area of their curriculum which has been missed through national lockdowns and COVID-19 school closures.	<p>Provide opportunities for students to catch-up on work missed through national lockdowns and COVID-19 school closures.</p> <p>Allow CLs, SLs and Teaching Staff to take ownership of their subjects and missed learning opportunities.</p> <p>Provide quality resources / learning materials for missed subject content.</p>	<p>Interventions led by subject specialists with a passion for the intervention / catch-up content they are providing.</p> <p>Greater staff 'buy-in' and awareness of the funding available.</p>	<p>The success of the budget will be reviewed at the end of the project. Staff in receipt of funding to complete a short review of the impact it has made</p> <ul style="list-style-type: none"> ● Staff request form - Google Docs to track requests, implementation and outcomes. ● Responses shared with SLs and CLs to clarify necessary authorisation. 	SFM / SNW	<ul style="list-style-type: none"> ● Each request to be individually considered. ● If granted, Lead staff members provide rationale. ● Staff review to be completed at the end of project / intervention.
Estimated total budgeted cost:					£10,000
<u>Other approaches</u>					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Easter school / Holiday Interventions	Targeted students invited on a rota basis to attend specialist classes with their teachers, working on specific areas of weakness / knowledge gaps.	Students have missed a vast amount of education through national lockdowns. This intervention allows students to attend the site in a controlled (COVID Secure) way to reclaim some of their missed education with subject specialists.	CLs and SLs agree the content being delivered in these sessions and must justify where learning has been missed through school closures. CLs and SLs to devise an assessment opportunity to judge progress made as a result of these sessions.	SFM / CLs / SLs / SNW	Internally reviewed, following each intervention session offered. Follow up sessions for those who do not make expected progress.

In-house tuition	Offer high achieving 6 th Form Students the opportunity to tutor Year 11 students in all subjects. Teaching materials and content needing to be covered will be provided by teaching staff. Improved outcomes.	Allows 6 th Form Students the opportunity to earn UCAS points and be paid from the COVID-19 Catch-up funding whilst providing subject specific tuition to students in need. Tuition content will be determined by teaching staff and offers more flexibility in terms of when sessions can be offered (Before school / after school).	Teaching staff to provide tuition materials Teaching staff to assess progress Central timetable to be developed. Time sheets to be submitted by 6 th Form Students. Staff members to confirm that sessions have taken place.	Teaching staff / SFM	Monthly
Estimated total budgeted cost:					£9,000

ADDITIONAL INFORMATION

In this section, we will populate further items pertaining to the use and success of this catch-up funding. Future items will include:

- Breakdown of expenditure:

<https://docs.google.com/spreadsheets/d/1fGwA-fgPrcPG7LQSPqvTW2Qk4hpYF-tNkQwTV9Q1MsE/edit?usp=sharing>

- Additional 6th Form Funding and expenditure (**by 08.02.2021**)
- Internal reporting data.
- Details of planned interventions
- Impact reviews
- Case studies
- Comparative data from the EEF and School Performance tables
- Outcomes and suggestions from staff working parties.

