

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

1. Summary information			
School	Honywood School		
Academic Year	2020/21	Total CUP budget	£71,017

2. Introduction	
<p><b>Use of funds</b></p> <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> <p><b>The EEF recommends the following targeted support:</b></p> <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> <p><b>The EEF also recommends the following wider support:</b></p> <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 recommends 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> <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.</p>	

3. Planned Expenditure					
Academic year		2020/21			
i. Interventions					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Identification of learners that would benefit from catch up funding. To include academic catch up and pastoral/ wellbeing support.</p> <p>Learners complete a questionnaire through ImpactEd to gather their viewpoints on how they feel about their learning/progress/ wellbeing which also includes a COVID index set of questions.</p>	<p>Data gathered from teaching staff, Learning Group Leaders (LGLs), Cohort Leaders (CLs) and other relevant support staff.</p> <p>ImpactEd supports schools to better evaluate the impact of their work, learn from it, and use the process to inform strategic planning and prioritisation.</p>	<p>Adults in the school are well placed to make decisions around the learners they teach/support and are able to identify gaps in academic progress and in regards to learners' mental health/wellbeing.</p> <p>To support information from teachers/support staff in identifying learners who would benefit from further support/ interventions. The ImpactEd platform builds capacity for research and evaluation which makes the process easier and more effective. This will help identify and focus on what is making the biggest impact for our learners.</p>	<p>Data gathered and analysed to identify learners for further support/interventions.</p> <p>Learners will have completed the initial baseline questionnaire and then learners will complete a follow up questionnaire to help analyse the success of any interventions/support provided. Control groups will also be included in the follow up questionnaires.</p>	<p>JBr - Deputy Headteacher (DH)</p> <p>Cohort Leaders (CLs)</p> <p>CVa - SENCO</p> <p>SSI - SEMH &amp; Inclusion Lead</p> <p>KNi - Family Learning Team (FLT) Manager &amp; Safeguarding Lead</p>	<p>December 2020</p>
<p>Ensure all learners who require additional post-COVID support are making good progress in English and Maths.</p> <p>Register with The Brilliant Club for places for C11 &amp; C10 learners. SLs to identify in core subjects learners that would benefit from this intervention.</p>	<p>Additional Maths and English sessions tailored for CUP learners led by English and Maths teachers.</p> <p>The Brilliant Club to provide tutoring in small groups (1:3), in core subjects with subject expert PhD tutors. Tutoring groups will receive 15 hours of tutoring over 15 weeks. Primarily tutoring will be delivered online.</p>	<p>Positive impact of small group sessions led by specialist teaching staff in previous years.</p> <p>The Brilliant Club has been used previously for the scholars programme and found the quality and delivery to be excellent. They are an approved tuition partner of the National tutoring programme</p>	<p>Records kept of learners who have Maths/English interventions. Analysis of progress data.</p> <p>Liaison with other Maths/English teachers and SENCo/LSAs.</p>	<p>NPo Subject Leader for Maths (SL)</p> <p>KCo Subject Leader for English (SL)</p> <p>VSp Subject Leader for English (SL)</p> <p>JBr (DH)</p> <p>SHa (Cohort Leader C11)</p> <p>ERe (Cohort Leader C10)</p> <p>SLs core subjects</p>	<p>On-going review throughout the year.</p> <p>Analysis of progress data for learners who have had English/Maths interventions in July 2021.</p> <p>Analysis from ImpactEd questionnaire/follow up December 2020 and April 2021.</p> <p>GCSE results &amp; analysis August 2021</p>

<p>Additional one-to-one, small group tuition and online learning support.</p>	<p>Maximising LS5 for CUP learners with appropriate teaching and/or support staff interventions.</p> <p>Online support for learners working remotely.</p>	<p>Positive impact of interventions in previous years</p>	<p>Learner outcomes in subjects where they are receiving support through data checks using 4Matrix.</p> <p>Regular line management meetings to discuss interventions and their impact.</p> <p>Regular contact with parents of children engaging with learning at home.</p>	<p>JBr (DH) CVa (SENCO)</p>	<p>Regular review through data checks using 4Matrix, feedback from staff, learners, and parents.</p> <p>Analysis from ImpactEd questionnaire/follow up. December 2020 and April 2021.</p>
<p>Learners are fully supported with their mental health and wellbeing throughout COVID and post COVID.</p> <p>Appointment of SEMH &amp; Inclusion Lead</p> <p>Identifying learners who need a more bespoke/reintegration programme</p>	<p>Identify learners who would benefit from additional support and interventions from the Family Learning Team, the SEMH &amp; Inclusion Lead and SEND Team through information already known by these teams and from data gathered from teaching staff, Learning Group Leaders (LGLs), Cohort Leaders (CLs) and other relevant support staff and the ImpactEd platform.</p> <p>Utilising the Flexible Learning Programme</p>	<p>The Family Learning Team is a resource that has been used for a number of years to support learners and address barriers that they may have with accessing their learning due to social, mental and health needs.</p> <p>Success with learners who have been on the flexible learning programme previously as an interim measure to support their access to education.</p>	<p>Regular line management meetings to discuss interventions and their impact</p> <p>Evidence from FLT &amp; SEMH records</p> <p>Evidence of learning/feedback on bespoke Google classrooms.</p>	<p>JBr (DH) SSI (SEMH &amp; Inclusion Lead) KNI (Family Learning Team (FLT) Manager &amp; Safeguarding Lead) Cohort Leaders CVa (SENCO)</p>	<p>Analysis from ImpactEd questionnaire/follow up. December 2020 and April 2021.</p> <p>Regular analysis of progress data and attendance data.</p>
<p><b>Total budgeted cost</b></p>					<p>£71,017</p>

#### 4. Additional detail

##### Monitoring and Support

Subject Leaders for English and Maths monitor CUP learners alongside the Cohort Leaders. The SEMH and Inclusion Lead supports these colleagues and liaises with the Deputy Headteacher who has oversight of CUP. Progress data is analysed at appropriate points in the year for example when Learning Reviews take place and End of year Summary reports are sent.

##### Maths

- Learners identified Maths interventions to be delivered during Learning Session 5
- Maths teachers monitor and support learners, putting in place appropriate support and interventions where necessary.
- Fully utilising LSA support where available in classes.

##### English

- Learners identified for English interventions to be delivered during Learning Session 5
- English teachers monitor and support learners, putting in place appropriate support and interventions where necessary.
- Fully utilising LSA support where available in classes.
- Learners identified for further interventions as appropriate, for example; root word, reading comprehension, reading fluency interventions.

##### General Interventions

- Support for learners through the Family Learning Team.
- Cohort Leaders monitor and support alongside the Learning group Leaders and Subject teachers.
- Lucid Exact screening to identify learners who may need additional support to improve their progress and ability to access learning.