

# COVID Catch-Up Premium



## COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	747	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£59,760		

### Strategy:

King Edward VI Community College's catch up strategy takes a holistic approach, which includes all year groups and aims to address pastoral needs in tandem with the academic. We have closely consulted government guidance and ensured our chosen strategies have been informed by evidence led approaches researched by the Education Endowment Fund. All staff are committed to ensuring that the partial school closure has minimal impact on our students' academic attainment and emotional wellbeing. This strategy will ensure that all pupils are given the education, opportunities & outcomes they deserve, by investing our time and additional funding into measures that are proven to be effective, particularly the most disadvantaged.

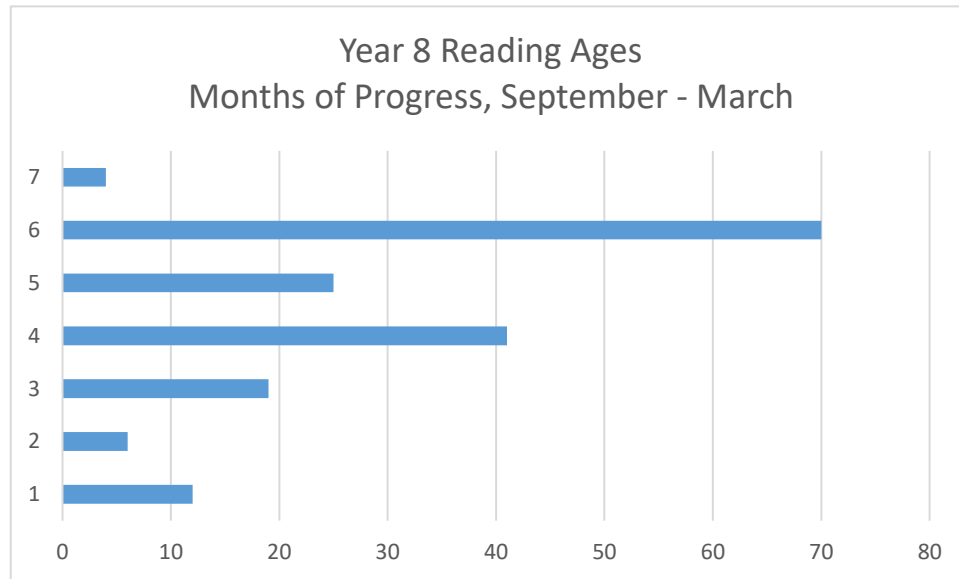
### Areas of focus

#### Barriers to learning:

A	Low literacy & numeracy skills in Year 7 and Year 8
B	Low literacy in Year 9, exacerbated by lost curriculum time
C	Lost curriculum time in KS4
D	Teaching, learning and assessment materials
E	Wellbeing: Ensure pupils have positive levels of wellbeing and feel confident that they can achieve, despite the periods of partial school closure

## Planned expenditure for current academic year:

FOCUS: Low literacy & numeracy skills in Year 7 and Year 8																								
Action	Intended Outcome	Rationale for chosen approach	Evidence:	Key staff																				
Small group literacy extraction for Year 7 and 8	Students' reading comprehension is improved, reading ages increase	Previously gathered evidence suggests worthwhile impact in Year 7. EEF research indicates moderate impact for moderate cost, average + 4 months progress	<p>Year 7 Reading Ages Months of Progress, September - March</p> <table border="1"> <caption>Year 7 Reading Ages: Months of Progress, September - March</caption> <thead> <tr> <th>Year</th> <th>Months of Progress</th> </tr> </thead> <tbody> <tr> <td>9</td> <td>0</td> </tr> <tr> <td>8</td> <td>8</td> </tr> <tr> <td>7</td> <td>17</td> </tr> <tr> <td>6</td> <td>20</td> </tr> <tr> <td>5</td> <td>58</td> </tr> <tr> <td>4</td> <td>4</td> </tr> <tr> <td>3</td> <td>24</td> </tr> <tr> <td>2</td> <td>54</td> </tr> <tr> <td>1</td> <td>38</td> </tr> </tbody> </table>	Year	Months of Progress	9	0	8	8	7	17	6	20	5	58	4	4	3	24	2	54	1	38	SKK GMD ALW
Year	Months of Progress																							
9	0																							
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Small group numeracy extraction for Year 7 and 8

Students' mathematical understanding and competence increases

Previously gathered evidence suggests worthwhile impact in Year 7. EEF research indicates moderate impact for moderate cost, average + 4 months progress

April – July 2021


ALN  
KPE  
ALW

Total

£9,500

FOCUS: Low literacy in Year 9				
Action	Intended Outcome	Rationale for chosen approach	Evidence:	Key staff
Small group literacy extraction for Year 9	Students' reading ages increase. Increased motivation to read, improved confidence in literacy based subjects.	Previously gathered evidence suggests worthwhile impact in Year 7. EEF research indicates moderate impact for moderate cost, average + 4 months progress	April – July 2021	ALN ALW SKK
			Total	£3,775

FOCUS: Lost Curriculum Time in KS4 – Core Subjects				
Action	Intended Outcome	Rationale for chosen approach	Evidence:	Key staff

<p>Subsidised private, one to one tuition in a core subject for Year 11, free to disadvantaged pupils</p>	<p>Improved grades and stronger outcomes for disadvantaged pupils</p>	<p>Previous high success rate with Year 11 disadvantaged pupils in maths. EEF research indicates moderate impact, average 5+ months</p>	<p style="text-align: center;"><b>Progress to date Y11 2021</b></p>  <p style="text-align: center;">■ 2 grades up ■ 1 grade up ■ Same ■ 1 grade down</p>	<p>ALW</p>
<p>Subsidised private, one to one tuition in a core subject for Year 10, free to disadvantaged pupils</p>	<p>Improved grades and stronger outcomes for disadvantaged pupils</p>	<p>Previous high success rate with Year 11 disadvantaged pupils in maths. EEF research indicates moderate impact, average 5+ months</p>	<p>April – October 2021.</p>	<p>ALW</p>
<p>Total</p>				<p>Estimate £16,000</p>

FOCUS: Enhanced Teaching, Learning & Assessment Materials				
Action	Intended Outcome	Rationale for chosen approach	Evidence:	Key staff
Purchase online resources to support delivery of remote teaching, 50% funding through Covid catch-up premium	Students have access to a range of appropriate materials to enhance learning	Need for enhanced provision of remote learning materials	Attendance figures (BCN)	ALW BCN FLs
Implementation of standardised assessments in Years 7 – 9 in core subjects	Identification of gaps in knowledge in English, maths & science. Curriculum planning & interventions are evidence based	National benchmark provides clear picture of current KS3 attainment, identifying need and gaps in knowledge	April 2021.	ALW KPE SKK SRE
				£10,900

FOCUS: Wellbeing: Ensure pupils have positive levels of wellbeing and feel confident that they can achieve, despite the periods of partial school closure				
Action	Intended Outcome	Rationale for chosen approach	Evidence:	Key staff

One to one wellbeing coaching sessions provided for pupils in Years 10 – 13	Pupils access focused support and develop emotional resilience	Previous success with this practitioner & approach	Attendance figures, student voice.	ALW KRH JVY
TLR for additional pastoral leader	Pupils receive strong pastoral care to support academic progress	EEF: Extensive evidence indicates moderate impact for moderate costs. 3 months + progress	Attendance, behaviour data.	JVY
One to one mentoring for a small number of students in Y8 – 11. Contribution towards total	Individualised pastoral approach, reduces risk of permanent & fixed term exclusion	Need for innovative approach to reduce risk of PX & FT exclusions	Attendance figures. Student voice.	HFR JGE
			Total	£18,150
			<b>TOTAL</b>	<b>£58,325</b>