

## **Coronavirus (COVID-19) catch-up premium**

The government COVID-19 catch-up premium has been established to mitigate the effects of the unique disruption caused by coronavirus. The grant will only be available for the 2020-2021 academic year.

Schools should use this funding for specific activities to support pupils to catch up for lost teaching time over the previous months. To support schools to make the best use of the funding, the EEF has published a support guide:

<https://educationendowmentfoundation.org.uk/covid-19-resources/covid-19-support-guide-for-schools/#nav-covid-19-support-guide-for-schools1>

A summary of their best practice is as follows:

<b>Overall strategy area</b>	<b>Specific strategies</b>
Teaching and whole-school strategies	<i>Supporting great teaching Pupil assessment and feedback Transition support</i>
Targeted approaches	<i>One to one and small group tuition Intervention programmes Extended school time</i>
Wider strategies	<i>Supporting parents and carers Access to technology Summer support</i>

As with all government funding, school leaders and governors must be able to account for how the money is being used. Therefore the impact and spending strategy for this catch-up premium will be reviewed at every Academy Improvement Board (AIB) meeting throughout the 2020-2021 academic year. When Ofsted re-commence routine inspections, they will make judgements about the quality of education being provided which will include how you are using the funding to ensure the curriculum has a positive impact on all pupils.



## Coronavirus (COVID-19) catch-up premium strategy outline

Once this template has been completed it **must** be uploaded onto your academy website. Please delete the red font sections and the examples once you've completed the form.

ACADEMY NAME	WRENN SCHOOL
PRINCIPAL/HEADTEACHER	STEVE ELLIOTT
CHAIR OF ACADEMY IMPROVEMENT BOARD	BILL MANDEVILLE
AMOUNT OF COVID-19 CATCH-UP PREMIUM	£88,960 TERM ONE: £25,566

Strategy Area	Specific strategy	Success criteria	Evaluation	COST	Impact
Teaching and Whole School Strategies	<p><b><u>Staff CPD to improve and enhance quality teaching and learning pedagogy</u></b></p> <ul style="list-style-type: none"> <li>Purchase a copy of 'Teachingwalkthrus' for every member of teaching staff including MLs and SLT.</li> </ul>	<p>Use of the book will provide a framework for coaching conversations as part of teacher co-observations, leading to an increased focus on high quality teaching and learning with 100% of teachers discussing pedagogy that will improve engagement in learning and outcomes. Measured through teacher survey and student data</p>	<p><i>Partially complete</i></p>	<p>£400</p>	

	<ul style="list-style-type: none"> <li>Provide allocated cover for MLs so that they can conduct in-depth QA of their team with their SLT link based on PD and impact statement actions - evaluate findings to feed into further actions for rapid improvement</li> </ul>	<p>analysis of ATLS and test outcomes.</p> <p>All CLs will evaluate the work and impact of their teams through LOs and work scrutiny to ensure that all relevant PD actions have been completed by team members and that AR/co-observation are having a visible impact on student work output and achievement. CLs will agenda items from their findings into Faculty Meetings and Twilight CPD sessions so that a process of rapid recovery of student learning takes place.</p> <p>Measured by CL feedback with SLT, student ATL and outcomes data over the term.</p>		£1600	
<p><b>Teaching and Whole School Strategies &amp; Targeted Approaches</b></p>	<p><b><u>Subject specific resources and initiatives that will assist in rapidly closing gaps in learning.</u></b></p> <p><b><u>English</u></b></p> <ul style="list-style-type: none"> <li>Provision of literature texts and workbooks for current Y10 students.</li> </ul>	<p>Students who don't have access to the texts at home are</p>	<p><i>Partially complete</i></p>	<p><b>Total for Subject use:</b> <b>£10,906.71</b></p> <p>£5.99 per workbook £3 per text</p>	

	<ul style="list-style-type: none"> <li>Workshop/performances for literature texts. Quantum A Christmas Carol</li> </ul> <p><b><u>Maths</u></b></p> <ul style="list-style-type: none"> <li>FOCUS GROUP: YR 7 and YR 8 Age related resources and experiences that rapidly close GAPS.</li> </ul>	<p>hugely lacking and can't optimise home learning and revision in the same way. The benefit of being able to take notes in literature books is massive and cannot be dismissed. We encourage all students to buy texts, however this can be a lengthy process and many families (not just PP) are not in the position to purchase at the moment.</p> <p>Quantum A Christmas Carol has been viewed for previous Y11 and they really enjoyed it and it helped to promote understanding. Macbeth has very good ratings. Cultural capital is increased by such experiences.</p> <p><u>Outcome:</u> Practice on each topic is spaced through the book at increasing intervals. Recalling content which is not fresh in</p>		<p>Total £1000</p> <p>£750</p> <p>£1032</p>	
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	<ul style="list-style-type: none"> <li>A workbook for all Year 7 and 8 students.</li> </ul> <p>This brilliant Workbook is perfect for KS3 students who are struggling with maths — It is 100% focused on helping them master the crucial number skills from KS2 once and for all! It is designed specifically to improve number fluency by building up number facts in students' long-term memory, freeing up that crucial working memory for problem solving! It's packed with engaging practice questions to build their confidence, plus plenty of crystal-clear notes and helpful examples. Full answers are included for easy marking.</p> <p><b><u>Science</u></b></p> <ul style="list-style-type: none"> <li>Well-resourced Booster classes over the October half term for Biology, Chemistry and Physics focusing on grade 9-7 (30 students)</li> </ul>	<p>students' minds will encourage and improve learning. Thus lead to closing of gaps and progress in learning.</p> <p><u>Measure:</u> Progress seen within the students' workbooks as students work through the pages.</p> <p>2. Positive VA after the first CET assessment.</p> <p>Students will complete an online pre-Booster assessment and then a post-Booster assessment via Teams</p>		<p>£850</p>	
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	<ul style="list-style-type: none"> <li>CGP tiered Revision Guides for Combined Science students (129 students). Complimentary to the 10 minutes test booklets from CGP purchased for homework tasks</li> <li>CGP tiered Revision Guides for Triple Science students (61 students). Complimentary to the 10 minutes test booklets from CGP purchased for homework tasks</li> </ul>	<p>Improvement of homework quality and exam preparation</p> <p>Students will complete homework tasks and end of topic tests before and after issue of the revision books</p>		<p>£750</p> <p>£525</p>	
	<p><b><u>Geography</u></b></p> <ul style="list-style-type: none"> <li>Provide GCSE Geography Revision guide to ALL Geography students in year 10 and 11 (250 books)</li> </ul>	<p>Strategy is to provide all students with the means to complete effective revision in order to work on closing the learning gap.</p>		<p>£812.50</p>	
	<ul style="list-style-type: none"> <li>CPD course. "Using data better: critical thinking for GCSE and A level geography" (course: 11/11)</li> </ul>	<p>Targeted CPD to improve teacher understanding of data skills / analysis. CPD will be shared with rest of department and used to improve teaching at GCSE / A Level.</p>		<p>£50.00</p>	
	<ul style="list-style-type: none"> <li>CPD course. "A level subject update:</li> </ul>	<p>Targeted CPD to enhance subject</p>		<p>£30.00</p>	

	<p>Geomorphology” (course: 1/12)</p> <ul style="list-style-type: none"> <li>Year 13’s on a fieldwork day trip – essential for their NEA (only if Covid restrictions have been lifted)</li> </ul> <p><b><u>Computing</u></b></p> <ul style="list-style-type: none"> <li>FOCUS GROUP: YRS 10, 11, 12 AND 13</li> </ul> <p><b><u>MFL</u></b></p> <ul style="list-style-type: none"> <li>Revision cards for GCSE students to make an impact in vocabulary and grammar</li> <li>Exam practice workbooks for GCSE student to develop exam skills</li> </ul>	<p>knowledge of coasts at A Level. Coasts is new to our curriculum so course needed to ensure our content provision is effective.</p> <p>Essential for NEA, directly linked to A Level grades</p> <p>Revise -Online Revision tool. 2. Progress seen in students’ FAB Books</p> <p>2. Positive VA after the first CET assessment</p> <p>All MFL students will have access to rigorous resources to increase outcomes</p> <p>All MFL students will have access to rigorous resources</p>		<p>£200</p> <p>£500</p> <p>£360</p> <p>£570</p>	
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	<ul style="list-style-type: none"> <li>A level resource packs and guides</li> </ul> <p><b><u>History</u></b></p> <ul style="list-style-type: none"> <li>Front line Battlefield workshop with year 10. During lockdown students covered this independently. They have booklets and instruction YouTube videos to guide them through the knowledge but we want to help bring it to life and enthuse them for the topic – the session should be interactive and engaging</li> </ul> <p><b><u>Technology, Art &amp; Design</u></b></p> <ul style="list-style-type: none"> <li>Supply photography department with 20x SD card readers to ensure each individual pupil has quick access to their project work – time saved will have a positive impact on progress (both for teacher meeting lesson objectives and pupils meeting personal targets)</li> </ul>	<p>to increase outcomes</p> <p>It will support great teaching and improve teaching pedagogy</p> <p>Students will be more engaged and more confident with the subject material</p> <p>Knowledge – knowledge quiz before and after via teams ATL – compare grades before and after</p> <p>Progress of projects remains on target and pupils achieve personal targets in timely manner</p>		<p>£200</p> <p>£800</p> <p>£80</p>	
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	<ul style="list-style-type: none"> <li>• Provide all Yr11 GCSE Food Studies students with a pack of revision cards to support with learning of exam theory that was impacted over lockdown period. 36 pupils</li> </ul>	All pupils meet MEG for exam component		£162	
	<ul style="list-style-type: none"> <li>• Provide all Year 11 pupils with essential equipment to aid rapid progress in GCSE Graphics and Fine Art. Equipment packs including putty rubbers, shading pencils, fineliners and sharpeners will be supplied. 44 pupils – Graphics and Art Yr11 GCSE groups</li> </ul>	All 44 students have the necessary equipment to access remote learning opportunities.		£165	
	<ul style="list-style-type: none"> <li>• In order to overcome recent changes that have directly impacted DT &amp; Art specialist rooms and resources - resource boxes to be made accessible by all teachers of KS3 Art and DT. <b>All</b> KS3 pupils</li> </ul>	Teachers are able to fulfil lesson objectives in a timely manner. All pupils have quick access to resources required and fulfil lesson objectives. No reports of health and safety related incidents caused by the carrying of heavy equipment.		£321	
	<ul style="list-style-type: none"> <li>• Supply pupils with foam board for modelling in order to adapt to new</li> </ul>	All pupils meet minimum requirements of		£43	

	<p>criteria set by exam board and the inability to teach in specialist rooms. 22 pupils</p> <ul style="list-style-type: none"> <li>• Provide GCSE pupils with resources (Unit 3, specifically) produced by PG Online that expertly cover exam theory impacted by lockdown, and that directly feeds into Non-Exam Assessment component. 22 pupils</li> <li>• Provide A-Level pupils with resources produced by PG Online that expertly cover exam theory impacted by lockdown, and that directly feeds into Non-Exam Assessment component. 8 pupils</li> </ul> <p><b><u>Extended Studies</u></b></p> <ul style="list-style-type: none"> <li>• <b><u>HEALTH</u></b> Overlearning and retrieval practice resource pack. Zigzag resources purchased for consolidation of prior (missed) learning and targeted revision materials</li> </ul>	<p>exam board to produce a finished product.</p> <p>All pupils achieve MEG for exam component of course.</p> <p>All pupils achieve MEG for exam component of course.</p> <p>All students with have access to resources to support in and out of school to improve synoptic synthesis and retrieval. All students with have access to resources to support in and out of school to improve synoptic</p>		<p>£120</p> <p>£350</p> <p>£280.50</p>	
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	<ul style="list-style-type: none"> <li> <b><u>SOCIOLOGY</u></b>             Catch up 2021 AQA GCSE Sociology from tutor2U 12 pupils from year 11 and 10 (there is a tailored course for each KS) who fell behind during lockdown will undertake the tutor2u 2021 sociology catch up course.         </li> </ul>	<p>synthesis and retrieval</p> <p>Revision/support for examined unit. These are videos and tutorials which quickly catch up the pupils and fill gaps in their knowledge. They are written and produced by examiners for AQA and have been tested by pupils and teachers of AQA. There are all aspects of the two modules in the course as well as exam skills which those who did not have access to the internet missed out on. The course would be set and worked on in an intervention group</p>		<p>£300</p>	
	<ul style="list-style-type: none"> <li> <b><u>BUSINESS</u></b>            X2 Year 10 Business classes who now have to move to BTEC. Costs for coursework.         </li> </ul>	<p>All students on MEG for coursework tasks. Ensures correct criteria is met for all coursework tasks for the new course</p>		<p>£157</p>	

	<p>Assessment Mats for unit 3 exam</p> <p>Revision guides for unit 3</p> <ul style="list-style-type: none"> <li>• <b><u>MEDIA</u></b> To support specific students who don't have equipment at home with the filming component of the course in year 11.</li> </ul>	<p>Revision support for students. Unit 3 exam results</p> <p>Supporting materials to help weaker / PP / EAL students / Late starters Unit 3 exam results</p> <p>Students have the necessary equipment to access practical filming opportunities while at home. This includes 2 camcorders, 2 SD cards and 2 tripods.</p>		<p>£25</p> <p>£113.81</p> <p>£359.90</p>	
<b>Targeted approaches</b>	<p>One to one tutoring intervention with targeted students from years 7, 10 and 11. This will close identified gaps. Empowering Learning and external tutors we have used in the past.</p>	<p>Students will have English and Maths tuition in small groups of 5. Students identified through teacher assessments and year 7 testing. This will complement and enhance the learning they do in the classroom. Impact will be seen through CP results.</p>	<b>Not yet started</b>	£6,400	
<b>Targeted approaches</b>	<b><u>Progress Leaders will explore age related resources and initiatives that will assist in rapidly</u></b>		Partially complete		

	<p><b><u>closing gaps in learning and experiences.</u></b></p> <p><b><u>Year 7</u></b></p> <ul style="list-style-type: none"> <li>• To assist with the organisation of students who are anxious about keeping up with homework. I will provide 20 students with a notebook and a 'to do' list each week so they can keep on top of their organisation. This will be for our weaker learners and students who don't have access to the internet or have access to a laptop/computer.</li> <li>• To help 20 students equipment. Students will be provided with a pencil case complete with all the essential equipment and a calculator.</li> <li>• To provide students with the opportunity to play and stay active at lunch with 5 x footballs. This will enable students using the 'bubble' space to form different group friendships and have a space to enhance their wellbeing</li> </ul>	<p>It will help to reduce the number of missed homework and will help the students wellbeing. This can be measure through homework tracking and also a Q&amp;A session about their wellbeing and/or through a survey.</p> <p>Having appropriate learning supplies for students helps to fulfil their right to education and equip them for the future.</p> <p>Enjoyment of students during 'down time'</p> <p>Improved behaviour in lesson 5.</p>		<p>Each notebook costs approx £2.50</p> <p>Total = £50</p> <p>£140</p> <p>£25.00</p>	
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	<p><b><u>Year 9</u></b></p> <ul style="list-style-type: none"> <li>To provide students in year 9 with specific academic equipment to allow them to be organised for their learning.</li> <li>To provide students with rich, broad books that will develop their cultural capital.</li> </ul> <p><b><u>Year 10</u></b></p> <ul style="list-style-type: none"> <li>Resources for students who were identified as 'non-engagers' during online lockdown lessons. This includes revision guides and equipment such as scientific calculators</li> </ul>	<p>Having appropriate learning supplies for students helps to fulfill their right to education and equip them for the future.</p> <p>Allowing students to knowledge a wide range of culture through reading specific books which will enhance their understanding with in the curriculum, and is then comfortable discussing its value and merits, and been provided with a vast array of experiences and access to skill development.</p> <p>Students who have clearly shown online learning is difficult for them, must be fully prepared and ready to engage with learning in the classroom again with reduced barriers. Impact seen in CP tests and ATL.</p>		<p>£150</p> <p>£150</p> <p>£400</p>	
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	<p>and stocked pencils cases.</p> <p><b><u>Year 11</u></b></p> <ul style="list-style-type: none"> <li>• Knowledge organisers to support home learning. Retention of material</li> <li>• Resources for year 11 students who were identified as 'non-engagers' during online lockdown lessons. This includes revision guides and equipment such as scientific calculators</li> </ul>	<p>Improved progress, more parent interaction, parent survey</p> <p>Used to support learning recovery of learning lost in lockdown. Reduced barriers. Impact seen in CP tests, ATL and mocks.</p>		<p>£825</p> <p>£450</p>	
<b>Wider Strategies</b>	<p>Online software which focuses on assisting and supporting parents at home with students learning is essential to close gaps and ensure quality learning does not stop at 3:30.</p>	<p>Parents will be given access to software. School will monitor who has logged on and cross-reference to the students CP grades. A parent survey will be completed to monitor impact from a parent's perspective.</p>	Not yet started	£1,000	
<b>Wider Strategies</b>	<ul style="list-style-type: none"> <li>• Extra curricula activities will compliment students' academic learning with opportunities to support mental health and wellbeing. To help engage all students by</li> </ul>	<p>To have a whole school engaged in extra curricular activities. This can be measured through the extra curricular loyalty scheme.</p>	Not yet started	<p>Baking cooking materials/ingredients £150</p> <p>Craft felt/materials: £100</p>	

	<p>offering activities that engage and build relationships with staff and students. It will also help in closing the cultural capital gap by giving all students access to a range of different experiences.</p> <ul style="list-style-type: none"> <li>Improving recreational time facilities. Students need time to release tension and energy at lunchtime. This will assist behaviour during lesson time and teach valued social skills. Equipment such as table tennis would be a fantastic way for students to spend down time in a structured way.</li> </ul>	Improved behaviour and less on-calls during lesson 5.		<p>Rubiks puzzles: £100</p> <p>Speed stack sets x 4 @ £48 = £192</p> <p>Resources for gardening/eco club £200</p> <p>Robotic/computing kit £250</p> <p>£2,000</p>	
			Choose an item.		
<b>TOTAL AMOUNT SPENT</b>				<b>£25,388.71</b>	

Additional comments/evaluations (if required):



