COVID-19 Catch-Up Premium Report (2021-22)

This statement details our school's use of Covid-19 Catch-Up Premium allocated to schools in the academic year 2020 to 2021 to help improve the attainment of our disadvantaged and vulnerable students.

It outlines our Catch-Up strategy, how we intend to spend the funding and the impact that spending has had on students within our school.

This report should be reviewed along-side our Pupil Premium Strategy Statement 2021-22.

School overview

Detail	Data
School name	Dorothy Stringer School,
Number of pupils in school	1671
Proportion (%) of pupil premium eligible pupils	21.4% (358 students)
Academic years that our catch-up strategy covers	2019-2020 2020-2021 2021-2022 2022-2023
Date this report was published	December 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Matt Hillier Headteacher
Pupil premium lead	Loretta Lloyd Assistant Headteacher
Governor / Trustee lead	Les Gunbie Governor

Funding overview

Detail	Amount
Catch-Up Premium allocation 2020-21	£ 78,540.00
Catch-Up Premium allocation 2021-22	£ 56,100.00
Total Catch-Up Premium allocation	**£ 134,640.00**
Catch-Up Premium spent	£ 49,690.00
Remaining Catch-Up Budget for 2021-22 / 2022-23	**£ 84,950.00**

Part A: Catch-Up Premium Strategy Plan

Statement of intent

If we hope to effectively support our learners in the long-term, the identification and filling of gaps in student knowledge and understanding cannot be rushed. As such, this catch-up premium will be spread over a period of years. Our approach requires a holistic strategy including high quality teaching and learning in the classroom, targeted academic support and wider strategies to engage students, as recommended by the Education Endowment Fund.

1. High quality teaching & learning in the classroom

The best available evidence indicates that great teaching, assessment and feedback is the most important lever schools have to improve outcomes for their pupils. This was true before the Covid-19 pandemic and it will continue to be vital throughout this and future academic years. The principles of great teaching remain unchanged.

As part of our Covid-19 response, Subject Leaders have been asked to review their curriculums and address the following questions as required:

1. What learning has been missed? How can we discover gaps in the learning of our new Year 7 students?
2. What learning has been delivered remotely? How do we know if this learning has been understood/mastered? How can we find out?
3. How can we assess students while limiting pressure on students and staff? Can low-stakes testing be used at the start of each topic/lesson to inform lesson planning?
4. Is 'missed' learning essential for student progress? Is it part of sequential knowledge or skills building topic or an isolated module/information? If the latter, how much of this can be let go and how much needs to be backfilled?
5. Would the whole class benefit from revisiting that topic/skill?
6. How can we reshuffle our curriculum to accommodate this essential learning for everyone? Does this need to be done over an extended period of time? What topics need to be prioritised? (Maybe allocate more lessons to these topics.) What subjects are not as important? (Maybe reduce the number of lessons allocated to these lessons.)
7. How is this going to impact the curriculum/teaching/learning over the next 4-5 years?
8. Do future assessments need to be changed to monitor and respond to student progress?
9. Can we develop home learning assignments to help students develop skills and knowledge that we want to reinforce?
10. How do you know if all students are receiving access to high quality instruction in your subject?

While maintaining social distancing in the classroom, subject Leaders and class teachers were required adapt their teaching methods by considering the following:

- Are my lesson resources compliant with Covid-19 guidelines?
- Do I need to adapt my lesson so it can be delivered remotely / from the front of the class?
- What kind of support do the students in my class need? Academic or well-being?

- Where should I seat the students who need to most support? At the front? Next to a friend? Next to a supportive student with a great ATL?
- How can I target those students who need it most from the front of the class / remotely?

2. Targeted academic support

Evidence consistently shows the positive impact that targeted academic support can have, including for those pupils who are not making good progress.

Following a period of sensitive assessment on our return to school in September 2020, students who would benefit from targeted academic support were identified.

The following questions were considered before inviting students to after school academic support:

- What learning has been missed? Is this learning essential for student progress?
- Are my target students likely to attend an after school academic support session? Have they been asked?
- Would the whole class benefit from revisiting that topic/skill? Is their understanding secure?
- Can your curriculum be re-shuffled to accommodate this essential learning for everyone?

Based on our experience of disadvantaged student attendance to additional support sessions, Heads of Department were advised that if they could accommodate missed essential learning into their high quality curriculum, over an extended period of time, this would likely be the best option for many target students who, for a variety of reasons, might not attend after school support or small group tuition.

However, for some students, small group support will have a very positive impact. Small group targeted academic support can include a formal tutoring programme, but it can also be more flexible. For example, specialised support sessions can be organised for groups of pupils with similar needs. For example, if 6 pupils are struggling with the same area of maths, a one-off session can be run on that specific area.

In terms of targeted academic support, Heads of Department were also advised to consider the following questions:

- Under normal circumstances, would your team usually cover this content/skill in an after school revision or home learning support club?
- Is this intervention a specific Covid-19 response or part of your normal provision? If it is part of your normal provision, then this is not an appropriate use of the Catch-up Premium.

3. Wider strategies

Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support.

The emotional well-being of our students is paramount. As such, Heads of Department were asked to build time into their curriculums to help re-establish classroom expectations and routines, to re-establish friendship groups and to build student confidence in classroom discussions.

However, missed face-to-face learning is not just about academic progress and attainment. We provide valuable enrichment opportunities to students to broaden their cultural capital and personal interests; many of which motivate and facilitate higher levels of engagement with school and in the classroom. This improved engagement with the school community leads to improved attendance and attitude to learning; both of which have been directly linked to improvements in academic progress and attainment.

As such, from June 2021 (as lockdown measures were lifted), in additional to our usual extra-curricular programme, departments can explore engaging activities which will be paid for or subsidised by the Catch-Up Premium.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged and vulnerable students.

Challenge number	Detail of challenge
1	**Lower than expected starting points in literacy and numeracy**, negatively impacting progress across the curriculum.
2	**Social, emotional and mental health issues** resulting in absence, negatively impacting progress across the curriculum.
3	**Low levels of self-regulation (behaviour)** resulting high rates of suspension and exclusion, leading to disruption in face-to-face learning, negatively impacting progress across the curriculum.
4	**Low levels of self-regulation (motivation)** resulting in lack of engagement in the classroom and with home learning, negatively impacting progress across the curriculum.
5	**Low levels of engagement with wider school life**, often associated with low motivation and aspiration, negatively impacting progress across the curriculum.
6	**Disruption in face-to-face learning caused by Covid-19 lockdowns,** negatively impacting progress across the curriculum.

Intended outcomes

Activity in this academic year (2021-22)

This details about how we intend to spend our Covid-19 Catch-Up Premium to address the challenges listed above.

1:1 (Remote) Tuition		Budgeted cost: **£55,000**
Activity	**Evidence that supports this approach**	**Challenge(s) addressed**
Home tuition in maths, English and science for some of our disadvantaged and most vulnerable students in KS4 who have not returned to school since the Covid-19 lockdowns.	1:1 Tuition – EEF Assessed Impact: +5 months	**2, 6**

Individual Department Recovery Plans	Budgeted cost: **£30,000**
All academic departments have been allocated a portion of the Covid-19 Catch-Up fund. They have developed Covid-19 Recovery Plans in which they have outlined their plans for their allocation of the Catch-Up Premium. The allocation must be spent in accordance with the Statement of Intent (above), must be based on research evidence and must be able to assess student progress as a result of the intervention. All spending to be approved by Senior Leadership.	

Total budgeted cost: £ 85,000

Part B: Review of Covid-19 Catch-Up Premium outcomes in previous academic year(s)

This details the impact that our Catch-Up Premium activity had on pupils since March 2020, the start of Lockdown 1. **Please also refer to our Pupil Premium Strategy Statement 2021-22.**

Note: Lockdown 1 March-July 2020.   Lockdown 2 January-March 2021.

2020-21 Activities	Impact Assessment
Digital Learning (Teacher Access) • Whole staff Teams training to ensure that all teachers able to live stream lessons during Lockdown 2. • Additional IT equipment purchased to facilitate online teaching (e.g. webcams, headphones, microphones, visualisers)	All lessons (P1-5 / 5 days a week) were streamed live to students during Lockdown 2. This greatly improved the delivery of curriculum content and student engagement. Teachers isolating at home were able to teach their lessons remotely with the aid of a cover supervisor in the classroom.
Remote Learning (Student Access) • Reimagining of government provided laptops to ensure safe access to the online Student Learning Gateway, Teams and other learning platforms. • Repairs to laptops made as required. • Members of the Pastoral Team made regular contact with students showing low attendance to online lessons to help remove barriers to learning.	198 laptops were processed ready to loan to students who did not have access to a device at home. This provided 12% of our student population access to live streamed lessons during Lockdown 2 so they could keep up with their peers. **Attendance to Remote Lessons** This table indicates an under-estimate of the percentage of lessons that students attended during Lockdown 2. It is very important to note that this data is not reliable; it required students to register themselves remotely. Attendance to lessons will have been significantly higher than indicated here. We know that many students, in spite of multiple requests, did not register themselves on the SLG. |	Non-PP	PP	Gap
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Y7	55.2%	50.0%	-5.2%
Y8	57.6%	45.4%	-12.2%
Y9	57.9%	48.6%	-9.3%
Y10	53.8%	44.2%	-9.6%
Y11	58.0%	33.6%	-24.4%	 Although this attendance data is not reliable, the difference between disadvantaged and non-disadvantaged students (greatest in Years 8 and 11) is useful and was shared with Heads of Departments to inform decisions about how they target their allocation of the Covid-19 Catch-up Premium.

1:1 (Remote) Tuition • Four vulnerable Y11 students who did not return to school after lockdown were targeted for this support. Online tuition was provided in maths, English and science by 'At School', an external provider.	• 3/4 students engaged really well with this course, attending regularly with goo levels of engagement. • Students enrolled in the course for Term1 and Term 2 made excellent rates of progress, with predicted grades increasing by 1-2 grades over a 2-3 month period. • The highest rates of progress were made in English. However, during a student voice activity, students felt they had made most progress in maths.
Dedicated Literacy Support Tutor • We recruited a literacy tutor who was trained by our specialist literacy teacher to deliver two evidence-based interventions (inference and reciprocal reading) to a targeted group of Y7 and Y8 students, identified by their literacy scores at the start of the academic year (following Lockdown 1).	The tutor worked with 12 students. Unfortunately, because of Lockdown 2, this intervention became remote, which was not ideal. Supports sessions were 1:1 via Teams. Students were assessed post-intervention to look at the impact of the intervention, however, the intended course had to be adapted so the impact assessment planned could not be used.
Promoting student well-being • Increase the counselling provision within the school.	The provision was increased by 7 hours a week, permitting counsellors to support significantly more vulnerable students
Online Resilience Workshops (Y11) • EtonX: This resilience course is designed to help students feel more capable and in control of their life. Students will gain in-sights into their emotions and start to manage their wellbeing.	This strategy was not a success. Although we had high levels of student and parent buy-in when we pitched this initiative in Nov/Dec 2020, the online course was scheduled to start in Jan 2021 coincided exactly with the unexpected start of Lockdown 2. As such, students (supported by their parents) did not engage with this additional online course at the end of a five-period day on Teams. Only 4 out of 50 students completed the course.
Remote Work Experience (Y10 & Y11) • The school purchased access to a remote work experience platform to enhance the offer made to all KS4 students during lockdown and in Summer 2021, when Covid-19 guidelines prevented our usual work-experience programme.	This enhanced the remote work experience offer that we were able to provide to our Year 10 and Year 11 students, providing them access to an increased number of careers videos and activities.
Supporting Y11 students through long-term staff absence • Year 11 Health & Social Care: the headteacher along with a specialist sci-ence teacher took responsibility for the delivery of lessons, which comprised 50% disadvantaged students. • Year 11 Creative iMedia: the headteacher and a deputy headteacher ran an immer-sive workshop over two days to facilitate the completion of a non-examined as-sessment. This class comprised 55% dis-advantaged students.	Health & Social Care P8 Score: -0.17 (Compared to a 2019 P8 score of -0.73) Creative iMedia P8 Score: -0.48 (no data available from 2019)

Individual Department Recovery Plans

2020-21 Activities	Impact Assessment
Maths • 47 x Y11 students • Small group tuition	Some positive impact for those who did attend regularly in terms of their confidence with the material and filling knowledge gaps. However, only a small number of students engaged with the programme and we went into Lockdown 2 before the tuition course was completed. Unable to evaluate full impact. TAY
Science • 42 x Y11 students • Small group tuition	Unfortunately, the member of staff leading this programme passed-away. We do not have access to their evaluation notes about the impact of this intervention. DSV
Modern Foreign Languages • 17 x Y11 Students • Small group tuition	From the responses we have received from students and parents, all but 1 student felt that they have improved their knowledge of vocabulary and grammar by attending the sessions. Evidence of this was given on the evaluation sheet that they completed. RVT
History • 8 x Y11 students • Small group tuition	Tuition programme interrupted by Lockdown 2, so moved online. Students did not engage remotely. Very limited impact. IMR
Music: • 5 x Y11 students • Small group tuition	All students who attended the extra tuition sessions achieved a Pass or more in their RSL Music Performance qualification. These students were borderline Pass/Fail prior to the sessions; therefore, there was a positive impact on their achievements. FLT
Art • 28 x Y11 students • Weekend workshop	Plans made for a screen-printing workshop. Cancelled due to Lockdown 2. We hope it can be rescheduled in 2021-22. FCH
Creative iMedia • 5 x Y11 students • Weekend workshop	Unfortunately, we went into Lockdown 2 after the December's workshop, so the full impact could not be fully evaluated. However, we asked all students to complete an evaluation form. Students felt • they benefitted from focusing on the content they missed in Lockdown 1 • they felt they improved applying the new content to exam style questions. • all pupils said they would attend other catch-up sessions

Psychology • 5 x Y11 students • Small group tuition	After comparing before and after results of in class tests, all the five students who attended the catch-up sessions significantly improved their results in the end of topic tests during the time the program ran. They visibly gained in confidence and feedback from parents was that the program was very helpful and reduced anxiety over the final assessment process. Over half of the group gained 1-2 grades higher in their final result than they were expected to. Students expressed that it was helpful to have the sessions online at a time when they were at home and attendance was excellent due to this. As the group was small, students who had felt less able to contribute in class were able to actively participate in the sessions. Students' knowledge and understanding of psychological concepts and studies were expanded and their evaluations were much improved. KMP
Latin • 3 x Y11 students • Small group tuition	The two who attended found these sessions extremely useful. There was a large increase in the student capability to translate at the time, which was long lasting in the case of one of the students who went from a Grade 6 to a Grade 9. The other student improved a lot at the time, but did not work as hard as the final exams approached but still achieved higher than they were expected to in Y10. Students were really enthusiastic about the sessions and spoke very highly of this intervention. I also heard back positively from parents who were grateful for the additional support.
Sports Studies • 7 x Y11 students • Small group tuition	This was effective for a small group of students who required more support with revision for the OCR exam unit. The most challenging aspect of this was ensuring that the students engaged and turned up for the sessions. The tutor worked with small groups of students and helped them through a revision workbook, which gave them more confidence when it came to the revision lessons. CGN

2019-20 Activities	Impact Assessment
Remote Learning (Student Access) • Additional laptops purchased during Lockdown 1 for Y10 disadvantaged students who had no access to a device at home. (This was organised before the government laptop loan scheme.) • Repairs to disadvantaged student laptops.	Of the 25 Year 10 students that we identified as not having access to a laptop at home 19 were disadvantaged. **All disadvantaged students with an identified need were loaned a laptop by 20th April 2020,** before the Gov. Loan Scheme was introduced.

• Workbooks for students in Y7-9 who had no access to the internet or devises at home during Lockdown 1.	**Engagement with remote learning** (1=high / 3 = low) |	Non-PP	PP	Gap
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Y10	1.71	2.43	-0.72
Y9	2.1	2.56	-0.46
Y8	2.15	2.73	-0.58
Y7	2.0	2.69	-0.69	 Although the gap between disadvantaged and non-disadvantaged student engagement was widest in Y10, the disadvantaged students in this year group had the highest level of engagement with their remote learning which was aided by digital technology.