

Catch-Up Spending Review

KINVER HIGH SCHOOL – 6th Form



Summary information				
School	Kinver High School			
Academic Year	2020-21	Total Catch-Up Premium	£43.8K – Yr7-11 £2,090 – 16-19 tuition Fund	Number of pupils: 620 Year 7-11: 547 Sixth Form: 73

Guidance

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those who are hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11.

As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.

Use of Funds	EEF Recommendations
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Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on [curriculum expectations for the next academic year](#).

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.

The EEF advises the following:

Teaching and whole school strategies

- Supporting great teaching
- Pupil assessment and feedback
- Transition support

Targeted approaches

- One to one and small group tuition
- Intervention programmes
- Extended school time

Wider strategies

- Supporting parent and carers
- Access to technology
- Summer support

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Identified impact of lockdown		
Maths	<p>Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children still have an appetite for maths and lockdown has not affected their attitudes however they are quite simply, 'behind' in their learning of some key concepts.</p> <p>Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in arithmetic assessments.</p>	
Writing	<p>Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. Specific lexical gaps and knowledge has suffered, leading to lack of fluency in writing. Those who have maintained writing throughout lockdown are less affected, however those who evidently didn't write much have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write. The written accuracy and ability to coherently plan to write at length has been affected</p>	
Reading & Oracy	<p>Children are less fluent in their reading and the gap between those children that read widely and those children who don't is now increasingly wide. Reading analysis skills have been affected and the current Year 8 were unable to access the Accelerated Reading Programme that support their reading development and increases the vocabulary acquisition.</p> <p>Loss of learning time meant that there wasn't sufficient time or actual classroom contact to promote and support students with their oracy. In Year 9, the Year 8 ICE Assessment were not completed and the current Year 11 did not complete their Spoken Word GCSE Assessment.</p>	
English	Year 7	Reading analysis skills – Vocabulary Gaps Writing planning and accuracy
	Year 8	Reading analysis skills – Vocabulary Gaps – Accelerated Reader Programme not undertaken Writing planning and accuracy Oracy & Fluency Development Needed
	Year 9	Reading analysis skills – Vocabulary Gaps Writing planning and accuracy Oracy & Fluency Development Needed – ICE Assessments not undertaken
	Year 10	Writing and Speaking scheme interrupted: Spoken Language presentations not yet completed
	Year 11	Jekyll and Hyde – Missed Content Language skills – underdeveloped. Missed mocks Y10 - concerns about revision, exam preparation, writing stamina

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Science	Specific content has been missed, leading to gaps in learning, this is a particular concern in Year 9 upwards where it could significantly affect students understanding and progress in their GCSE studies. In addition to the loss of content, there has been a lack of contact time to deliver practical elements of science that help to promote student engagement and ensures that students are unable to contextualise their learning and make scientific links to their wider learning and understanding of topics in the wider world.
Non-core	There are now significant gaps in knowledge – whole units of work have not been taught meaning that children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments.

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Planned expenditure - The headings below are grouped into the categories outlined in the Education Endowment Foundation’s coronavirus support guide for schools)

i. Teaching and whole-school strategies: supporting great teaching, pupil assessment and feedback, Transition support

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date/ Actual cost
<p><u>Teaching & Learning</u></p> <p><u>Subscriptions - Support for Homework & Independent Learning:</u></p> <p>Continue to ensure that all students are able to access support, help and learning package software to support their learning and progress.</p> <p>RATIONALE: EEF - digital technology +4</p>	<p>Accelerated Reader Programme initiated with Year 8 (catch-up) from October 2020.</p> <p>1. Renaissance Accelerated Reader Programme The Accelerated Reader is a computer-based program that supports & monitor students reading practice, development and progress. Books are assigned based on current reading & vocabulary age, and comprehension & reading skill progress is assessed following each completed read (£3012)</p> <p>2. Linguscope – MFL Online listening, reading & vocabulary interactive games, with unit-assessments to increase vocabulary acquisition & support learning & engagement. (£300)</p> <p>3. SAM Learning: Cross curricula subject support. (£3,750)</p>	<p><i>Overall, a positive impact on students’ engagement, access to the curriculum and overall increase in attendance is evident. Evidence to online lessons during lockdown 2021 was 97% and the school attendance was 94.3% just below 2019 national 94.5% & sig above national (TBC)</i></p> <p>During school closures, all pupil premium students and those in need were provided with a laptop in order to access learning if they did not have one</p> <p>1. Full annual use of the programme was not accessed due to COVID – school closure Nov & Jan-March</p> <ul style="list-style-type: none"> Yr7-37% students made positive progress and improved reading ages. P8 predictions moved from 2.28 (Aut1) to 2.61 (sum) Yr8-42% students made positive progress & improved reading ages. P8 predictions moved from 2.45 (Spr) to 2.57 (sum) <p>2. Evidence of positive student/parent voice.</p> <ul style="list-style-type: none"> Increased engagement in MFL lessons. Reduction in negative logs from 66 09/19-07-20 to 3 09/20-07/21 <p>3. See headline comments in reference to attendance & attendance to virtual lesson. SAM learning used to supplement virtual learning and hwk tasks</p> <ul style="list-style-type: none"> AT8 5.83 / Sustained strong outcomes in CORE During the school closure, the number of students accessing ‘live lesson’ and additional online resources increased weekly. Attendance to online lessons by Kinver students was the highest in the Trust. 	<p>IBU/ JEL</p> <p>JBL / NCL</p> <p>MLE</p>	<p>Oct 21 (£3012)</p> <p>Oct 21 (£300)</p> <p>Oct 21 (£3,750)</p>

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	<p>4. SENECA - Cross curricula subject support, but used predominantly by Science <i>FREE</i></p> <p>5. Heggerty Maths Maths tutorials and practise activities to supplement in-class learning and support homework & catch-up <i>£1333</i></p>	<ul style="list-style-type: none"> Feedback from parents demonstrated how satisfied they are with the quality of work and online support available to their children. <p>4. General increase in across all three aspects of Seneca Learning, to evidence improved outcomes</p> <table border="1" data-bbox="1196 373 1868 740"> <thead> <tr> <th></th> <th>Average Seneca sessions completed</th> <th>Total Hours Studying</th> <th>Average Number correct answers</th> </tr> </thead> <tbody> <tr> <td>2+ grades below target</td> <td>132</td> <td>7.4</td> <td>701</td> </tr> <tr> <td>1 - 2 grades below target</td> <td>132</td> <td>7.9</td> <td>680</td> </tr> <tr> <td>0 - 1 below target</td> <td>244</td> <td>16.4</td> <td>1397</td> </tr> <tr> <td>On target</td> <td>200</td> <td>14.6</td> <td>1124</td> </tr> <tr> <td>0 - 1 above target</td> <td>259</td> <td>18.8</td> <td>1423</td> </tr> <tr> <td>1 - 2 above target</td> <td>284</td> <td>18.6</td> <td>1580</td> </tr> <tr> <td>2+ grades above target</td> <td>349</td> <td>22.34</td> <td>2088</td> </tr> </tbody> </table> <p>5. Analysis of usage of Heggerty Maths shows that the greatest amount of hour usage was in KS4.</p> <ul style="list-style-type: none"> Yr11-10 usage by students averaged just under 9hrs per student. Yr 9-8 usage by students averaged just under 8hrs per student Yr 7 usage by students averaged just under 5hrs per student In Year 11, the greatest usage averaged 18hrs by 11.2 and 10.5 in 11.1. <ul style="list-style-type: none"> High usage by individual students correlated to improved and strong outcomes Comparison data shows that students who failed to hit their target on average spent less time using Heggerty as platform to support their learning than those who utilised Heggerty 		Average Seneca sessions completed	Total Hours Studying	Average Number correct answers	2+ grades below target	132	7.4	701	1 - 2 grades below target	132	7.9	680	0 - 1 below target	244	16.4	1397	On target	200	14.6	1124	0 - 1 above target	259	18.8	1423	1 - 2 above target	284	18.6	1580	2+ grades above target	349	22.34	2088	<p>MLE</p> <p>AHA</p>	<p>Oct 21 NIL</p> <p>Oct 21 <i>(£1333)</i></p>
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<p><u>Teaching & Learning</u></p> <p>To ensure that all departments and students have access to specialist resources and learning / revision</p>	<p>Provide a department & individual student 'wish list' learning resource package where priority student groups in KS4 and KS5 can freely request specific items that will help support their learning.</p>	<p>Resources such as calculators, revision guides helped to support and engage priority student learners with their revision independent learning, evidenced by:</p> <p>Improved attendance to school & online lessons by priority students and overall improved engagement.</p>		<p>Jun 21 <i>(£1,028)</i></p>																																

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<p>material to support their learning and progress</p> <p>RATIONALE: EEF – N/A Equality of access to additional support materials for all students regardless of circumstance</p>	<p>All departments are able to bid for additional resource to support catch-up of either specific cohorts or student groups.</p> <p style="text-align: right;">(£1,500)</p>	<ul style="list-style-type: none"> Attendance by PP 89.6%, FSM: 88.0% both close to national 2019 FSM attendance of 90.8% and above 2021 national figure. Evidence of individual priority students improved or sustained attendance to school despite lockdown– see case studies. <p>Engagement with school, lessons led to improved / sustained attainment improvement despite COVID difficulties over 2 years:</p> <table border="0"> <tr> <td>• AT8 score ALL:</td> <td style="text-align: right;">AT8 score PP:</td> </tr> <tr> <td>• 2018: 49.89</td> <td style="text-align: right;">32.95</td> </tr> <tr> <td>• 2019: 47.58</td> <td style="text-align: right;">35.43</td> </tr> <tr> <td>• 2020: 51.83</td> <td style="text-align: right;">37.0</td> </tr> <tr> <td>• 2021: 55.66</td> <td style="text-align: right;">37.5</td> </tr> </table>	• AT8 score ALL:	AT8 score PP:	• 2018: 49.89	32.95	• 2019: 47.58	35.43	• 2020: 51.83	37.0	• 2021: 55.66	37.5		
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<p><u>Assessment and Feedback</u></p> <p><u>GLS Assessments:</u> Ensure early identification of Year 7 students of concern in CORE and identify particular groups of students for targeted intervention and support.</p> <p>To also facilitate with the setting of KS4 targets</p> <p>RATIONALE: EEF – N/A Underachievement is challenged promptly and addressed by all key personnel</p>	<p><u>GLS Assessments:</u> Baseline assessments to assess and tailor appropriate provision, support and intervention for Year 7 cohort in the absence of SATS.</p> <p style="text-align: right;">(£1,267)</p>	<p>Facilitated identification of Year 7 students who may have been below STA score of 100 or on threshold had SATS not been suspended</p> <ul style="list-style-type: none"> Students were identified for additional literacy sessions based on, below 100 STA score and or low reading comprehension score) Students were identified for additional numeracy sessions based on below 100 STA score <p>Impact:</p> <p>Year 7: The intervention groups have seen 57% of students retain their starting point and 25% of this group made a level of progress in English. In Mathematics, 72% of students retained their starting point or made progress, of that group 50% made a level or more of progress and 25% made two levels of progress.</p> <p>Year 8: The intervention groups have seen 92% of students maintain their English grade and, of that number, 23% made a level of progress. In Mathematics, 61% of student maintained their starting position.</p>	ODA	Jun 21 (£1,267)										
<p><u>Transition support</u></p> <p>Children who are joining school from different settings or who are beginning secondary school September 2021 have an opportunity to become</p>	<p>A 360 interactive virtual tour of Kinver High School is arranged and shared with all new-starters. Additional time is made to cover the transition Lead and Head of Lower School so that they can meet</p>	<p>Ability for students to remotely explore the building, classrooms and see and listen to key offered a ‘virtual get to know the school and staff’ platform.</p> <p>Intake increased:</p>	NCL / MLO	Sept 21 No cost										

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familiar and confident with the setting before they arrive.	with new starters so that the child is confident in joining Kinver High. (500)	<ul style="list-style-type: none"> In January 2020, 93 students were allocated a place in Year 7 for September 2020 – this increased to 107 by October 2020 as a result of supportive transition programme In take for September 2021 was 132, with 119 first choice places. <p>Positive student/parent voice. Reassurance to students and parents unable to complete usual transition because of COVID.</p> <ul style="list-style-type: none"> High number of students choosing to attend summer school 2021 – 119 students elect to attend with an average attendance of 101 each day <p>Positive September start made by students, minimal behavioural issues as students feel that they know the school well.</p>		
Total spent				£10,690

ii. Targeted approaches: 1:1 and small group tuition, interventions, extended school time,				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date/ Actual cost
<p><u>Extended School Timetable – Catch Up & Small Group Tuition:</u></p> <p>To support students with catch-up and revision of content so that learning and progress gaps are closed.</p> <p>RATIONALE: EEF - small group tuition +4 EEF - mastery learning+5</p>	<p>1. Extended Holiday School A series of holiday sessions will run to facilitate additional teaching for examination classes and for targeted catch up priority students.</p> <ul style="list-style-type: none"> October half-term: 3 days x 5 staff x 5hrs Cost: (£2,343) February half-term: 3 days x 8 staff x 4hrs Cost: (£2,999) Easter holiday: 7 days x 8 staff x 5 hrs Cost: (£8,747) <p>2. Saturday School</p> <ul style="list-style-type: none"> 7 days x 4 hrs x 4 staff Cost: (£3,499) <p>3. After school 'Virtual' Revision</p> <ul style="list-style-type: none"> 14 wks x 1.5hrs x7 staff Cost: (£4,592) 	<p><i>Due to lockdown not all F2F sessions could run. Only October & Easter KS4 and KS5 were ran as planned due to lockdown. All other support was virtual, reducing staffing & expenditure and some sessions were delivered through staff goodwill /TOIL.</i></p> <p>High attendance and engagement in October & Easter Holiday schools. Attendance of 53 students to English on 27th, 53 students to Maths on 28th and 41 students to Science on 30th October. During February half term sessions were delivered virtually on the 15th, 16th, 17th and 18th. 34 students attended English, 29 attended Maths Aiming for Grade 4+, 79 Maths Aiming for Grade 7+, 43 Physics, 13 combined Science, 4 BTEC Sport and 10 ICT.</p> <p>15 sessions of weekly virtual revision/ catch-up sessions from January-May:</p> <ul style="list-style-type: none"> Sessions in: Maths securing a Grade 4+, Maths securing a Grade 7+, Science, Religious Studies, Geography, History, ICT, Spanish, DT Food and DT Product Design. On average 20+ students attended each session. Bespoke targeted sessions in Maths, Spanish and Science. <p>Students and parents valued the additional support and guidance. Student Voice indicated that they felt supported by staff:</p> <ul style="list-style-type: none"> 94% of students agree/strongly agree that staff have high expectations of them and want and support them to do well 	NCL / AEP	<p>Jun 21 (£6,474)</p> <p>Some cost covered from other budget/ TOIL / goodwill</p>

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		<ul style="list-style-type: none"> 94% of students agree/strongly agree that staff encourage them to try hard, never give up and achieve their best <p>Improved confidence in students, internal subject retrieval data demonstrates impact of sessions prior to assessments. Improved outcomes Jan-May clearly evidenced.</p> <p>Sustained improved progress and attainment in 2021 results:</p> <ul style="list-style-type: none"> Above Nat Basics EM5+ 80% 4+57% Positive P8 – (3yr trend) All subjects positive P8 & most have 4yr trend of improvement in attainment & progress. Upward trajectory of improvement in higher grades. Attainment in Science & particularly in Biology where attendance to virtual revision & catch-up was highest is very strong. 		
<p><u>Extended School Timetable – Enrichment & Sport</u></p> <p>To continue to build cultural capital and ensure that all students are able to access a rich programme of enrichment to support their personal development alongside the promotion of healthy minds and positive lifestyles.</p> <p>RATIONALE: EEF – outdoor education +4 EEF-arts participation +2 EEF-sport participation+2</p>	<p>The school day will be extended to 4pm twice a week to facilitate a rolling programme of enrichment and sporting activities for all students. The following will be included to facilitate the programme:</p> <p>The cost of coach transport – an additional late coach service payment will need to be covered by the school. Cost £60 per coachx2x2 evenings-£240 per wk</p> <p style="text-align: right;">Coach cost x 240 x 17wks (£4,080)</p>	<p>Equity of provision and access to enrichment (since just under 50% of students could not access due to lack of an additional late school coach service)</p> <p>Between April – June 55% of students attained at least 1 optional enrichment session on either a Tuesday or Wednesday due to an additional late coach service provision.</p> <p>Groups within that cohort that have accessed enrichment so far:</p> <ul style="list-style-type: none"> PP – 42 students (47% of the total PP cohort) SEND – 31 students (41% of the total SEND cohort) CLA – 4 students (57% of the total CLA cohort) <p>Access to enrichment supported the mental, health, well-being and physical fitness of students following national lockdown and COVID safety measures restrictions that had prevented access the wider curriculum offer.</p> <p>Students value enrichment and feel encouraged participate.</p> <ul style="list-style-type: none"> 94% of students agree/strongly agree that they are encouraged to participate in extra-curricular activities. <p>Parents value enrichment and the development and benefit it offers their children.</p> <ul style="list-style-type: none"> 95% of parents / carers were in favour of creating an extended school day <p>Attendance is good and above national averages and engagement in school remains high. (see internal behavioural data)</p>	<p>NCL NMO / MLE</p>	<p>July (actual was £310 per week -£6092)</p>

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<p>Academic Peer Mentoring: <i>When COVID Restriction are lifted</i></p> <p>To support students with catch-up and revision of content so that learning and progress gaps are closed.</p> <p>RATIONALE: EEF – peer mentoring+5</p> <p>To facilitate academic peer support and paired reading & comprehension during registration.</p> <p>RATIONALE: EFF reading comprehension support + 6 EEF - small group tuition +4 EEF peer tutoring +5</p>	<p>Sixth Form students will support & mentor Year 11 students during registration intervention in English, Maths & Science</p> <p>Year 9 students will support Year 7 with paired reading & comprehension during registration.</p> <p>Cost breakfast refreshments (£500)</p>	<p>Not fully actionable due to COVID restrictions -bubbles etc. Taken forward to 2021-22</p> <p>Not fully actionable due to COVID restrictions -bubbles etc. Taken forward to 2021-22</p>	<p>NCL / AFO</p> <p>NCL / AFO</p>	<p>March 21 & Sept 21</p> <p>March 21 & Sept 21</p>
Total spent				£12,566

iii. Wider Strategies – supporting parents, access to technology, summer schools				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date/ Actual cost
<p>Additional Staffing: Mentor 0.6</p> <p>Every student will have an academic review meeting with a CEIAG focus to help students to contextualise their learning and help all students (but particularly those from disadvantaged backgrounds) to develop future aspirations and career goals.</p> <p>RATIONALE: EEF – 0 <i>Belief that students' achievement is greater when able to contextualise learning and relate to the 'big picture'</i></p>	<p><i>Appointment of a Mentor with a particular focus on CEIAG, to support students with their engagement in school and their career aspirations. Mentor will also support the PSO with the running of small group targeted intervention sessions.</i></p> <p>(£7,043)</p>	<p>Access to an additional mentor with a focus on CEIAG and well-being supported students in their return to school from lockdown and provided additional bespoke guidance where needed.</p> <ul style="list-style-type: none"> • Whole school CEIAG Immersion Day 10th February was virtually held and supported by new mentor. • Students and parents valued the day • 92% students felt that they day had made them think more about their future careers and ambitions and 81% agreed they had a better understanding on where to get further information and support. • The event & student voice survey, enabled the school to be proactive and identify & provide targeted support and follow up by the new CEIAG mentor. <p>All Year 11 students provided with 1:1 post 16 external CEIAG meeting to support next steps.</p> <ul style="list-style-type: none"> • Use of in-school CEIAG mentor for additional support & guidance meetings / help with applications etc specific students/groups • There was 1 NEET student in 2021 who was also Missing in Education 	<p>NCL/ NMO-MLE</p>	<p>Oct 21 (£7,825)</p>

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		<p>All Year 9 students provided with a 1:1 KS4 transition meeting to support students in the option process and ensure that students selected the most appropriate and ambitious pathway.</p> <ul style="list-style-type: none"> Oct 21 – all Year 10 student are on appropriate KS4 pathways. (There have been no option change requests unlike previous years following effective and personalised guidance and support. <p>Additional mentoring for identified cohort (13 PP/PP&SEN) BOYS in Year 9:</p> <ul style="list-style-type: none"> 85% of the cohort (11/13) improved in both their attitudinal and progress scores (internal termly data) from January – June 54% (7/13) improved by a score of plus 3 or more. 1 student improved their attendance to school from 60% Yr8 to currently 88% 		
<p>Establish new packages / external providers to support and improve learning behaviours and / or mental health and well-being of students affected by COVID and time out of learning.</p> <ul style="list-style-type: none"> Sumo – Invest in additional resources Bespoke out of school providers (Switch Project/ 1:1 counselling /Phase Trust / Breathing Space /PAT Therapy <p>RATIONALE: EEF – behaviour interventions +3</p>	<p>Bespoke support programmes and interventions to support individual students adversely affected by lockdown or the impacts of COVID on their families, following bereavement, with their emotional health and well-being. Some specific programmes are designed to support the reintegration back to school and to support attendance:</p> <p style="text-align: right;">Est Cost: (£1,500)</p>	<p>Personalised and bespoke support and provision put in place to support students and their families in their access to education.</p> <ul style="list-style-type: none"> Phase Trust 6hrs provision – accessed by 3 students Breathing Space provision accessed by 3 students PAT Therapy 5 sessions – accessed by 5 students In-house mentoring and 1:1 support – use of SUMO-other 	<p>AEP</p> <p>KPO</p>	<p>Jun 21 (£966)</p> <p>Cost covered from other budget</p>
<p><u>Outdoor Education – Support for Transition and Mental Health & Well-being</u></p> <p>All Year 7 and Year 8 Students will take part outdoor team-building activities to support their mental health and wellbeing and develop their intrapersonal skills and friendships.</p>	<p><i>Year 7 – High Ropes day at Ellowes Hall</i> (£3,000)</p> <p><i>Year 8 – Bush craft, Orienteering & Team building Day at Kinver Edge</i> (£500)</p>	<p>All Year 7 students attended a form team building afternoon or morning at Ellowes Hall School during Summer Term 1.</p> <ul style="list-style-type: none"> It helped to build students confidence and resilience. Opportunity to take part in teambuilding activities missed out on following lockdown and no summer transition programme with peers. Supported & facilitated formation of positive relationships & new friendships. <p><i>Year 8 – Bush craft, Orienteering & Team building Day at Kinver Edge</i> – NOT ACTIONED – ALTERNATIVE ACTIONS TAKEN:</p>	<p>AEP</p>	<p>May 21 (£1803)</p>

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<p>RATIONALE: EEF – outdoor education +4 EEF-sport participation+2</p>		<p>Well-Being Support & Rewards & Recognition Programme / Events Initiated Jan 21- April 21</p> <ul style="list-style-type: none"> <i>Lockdown rewards & recognition visits / celebration of student's online work/ engagement via Facebook / home visits / rewards / postcards</i> <i>February Half-term Well-being Challenges & Easter Holidays</i> <i>Year 6 Transition – Well-Being Challenges & Rewards/Certificates/Prizes– devised by staff to engaged students and promote exercise and activities to support personal health & well-being.</i> <p>End of Term 3 Day Well-Being & Skills Days</p> <ul style="list-style-type: none"> 1-Days PLTS Skills Day 1 Day Whole School Visit – Cliff Lakes Aqua Park 1 Day Sports Day – Form Party – Celebration Assemblies 	<p>AEP / HoS</p>	<p>£278</p> <p>£300</p>
			<p>Total cost</p>	<p>£11,172</p>
			<p>Total Actual cost</p>	<p>£34,428</p>
			<p>Catch Up Premium Grant</p>	<p>£45,930</p>
			<p>Carry forward to be spent in 2021-22 in according with the guidance</p>	<p>£11,502</p>