

Catch-Up Spending Plan

KINVER HIGH SCHOOL



Summary information				
School	Kinver High School			
Academic Year	2020-21	Total Catch-Up Premium	£43.6K – Yr7-11 £2,090 – 16-19 tuition Fund	Number of pupils: 622 Year 7-11: 549 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 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
<p>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.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>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.</p>	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> ➤ Supporting great teaching ➤ Pupil assessment and feedback ➤ Transition support <p>Targeted approaches</p> <ul style="list-style-type: none"> ➤ One to one and small group tuition ➤ Intervention programmes ➤ Extended school time <p>Wider strategies</p> <ul style="list-style-type: none"> ➤ 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 10 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?
<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> <ol style="list-style-type: none"> 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) Linguascope – MFL Online listening, reading & vocabulary interactive games, with unit-assessments to increase vocabulary acquisition (£300) SAM Learning: Cross curricula subject support. (£3,750) SENECA - Cross curricula subject support, but used predominantly by Science FREE Heggerty Maths Maths tutorials and practise activities to supplement in-class learning and support homework & catch-up £1333 		<p>IBU</p> <p>AHA</p> <p>JBL</p> <p>MLE</p> <p>MLE</p>	
<p><u>Teaching & Learning</u></p> <p>To ensure that all departments and students have access to specialist resources and learning / revision material to support their learning and progress</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>All departments are able to bid for additional resource to support catch-up of either specific cohorts or student groups.</p>		<p>NCL/ODA</p>	

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<p>RATIONALE: EEF – N/A Equality of access to additional support materials for all students regardless of circumstance</p>	<p>(£1,500)</p>			
<p><u>Assessment and Feedback</u></p> <p>GLS Assessments: 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>GLS Assessments: Baseline assessments to assess and tailor appropriate provision, support and intervention for Year 7 cohort in the absence of SATS.</p> <p>(£1,267)</p>		<p>ODA</p>	
<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 familiar and confident with the setting before they arrive.</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 with new starters so that the child is confident in joining Kinver High.</p> <p>(500)</p>			
<p>Total budgeted cost</p>				<p>£15,662</p>

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?
<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>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 			

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<p>RATIONALE: EEF - small group tuition +4 EEF - mastery learning+5</p>	<ul style="list-style-type: none"> • February half-term: 3 days x 8 staff x 4hrs Cost: (£2,343) • Easter holiday: 7 days x 8 staff x 5 hrs Cost: (£2,999) • 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><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 p wk</p> <p style="text-align: right;">Coach cost x 240 x 17wks (£4,080)</p>			
<p><u>Academic Peer Mentoring:</u> <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: EEF 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 style="text-align: right;">Cost breakfast refreshments (£500)</p>			
Total budgeted cost				£28,260

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iii. Wider Strategies – supporting parents, access to technology, summer schools				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>Additional Staffing: Mentor 0.6</u></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><i>RATIONALE: EEF – 0 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>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><i>RATIONALE: EEF – behaviour interventions +3</i></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>Est Cost: (£1,500)</p>			
<p><u>Outdoor Education – Support for Transition and Mental Health & Well-being</u></p>				

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<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>RATIONALE: EEF – outdoor education +4 EEF-sport participation+2</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>		
Total budgeted cost			£ 50,485
			Cost paid through Covid Catch-Up
			£45,690
			Cost paid through charitable donations
			£3,000 KEF
			Cost paid through school budget
			££1,795