



The Kimberley School

SUMMARY INFORMATION

Total number of students:	1169	Amount of catch-up premium received per student:	£80
Total catch-up premium budget:	£93720		

Guidance

Children and young people across the country have experienced unprecedented disruption to their education because of Coronavirus (Covid 19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit.

Schools' allocation will be calculated on a per student basis, providing each mainstream school with a total of £80 for each student in Years 7- 11

Use of funds

Schools should use this funding for specific activities to support their students to catch up for lost teaching over the previous month, 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

EEF recommendations

The EEF advises the following:

Teaching and whole school strategies

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

Targeted approaches

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

Wider strategies

- Supporting parents and carers
- Access to technology

Our identified priorities can be summarised as follows:

- To provide academic, social and emotional support for all where necessary in Years 7-11 to help diminish any gaps in learning
- To support students in Years 7-11 who need catch up with literacy and numeracy so that they can fully access the curriculum and make improved progress.
- Relentless scrutiny of student performance through rigorous quality assurance and progress reviews.

- To continue to support students that are required to worked remotely during periods of isolation.

Planned expenditure

Action	Intended outcome	Lead	Cost	Impact
As part of the National Programme, organise 3:1 Maths tuition for Year 7-10 students that that have been identified as falling behind as a result of the pandemic, with an emphasis on disadvantaged students.	Students' gaps in Maths are diminished and outcomes show a gap no greater than previous years.	CW/KP	£4,387.50	In-school lessons were largely well received and purposeful, providing that tutors were well prepared and in attendance. Work was focused and linked to students identified needs. After school lessons were equally as focused, for KS3 students, albeit attendance was less consistent. Overall attendance to sessions was 75% and reports from tutors suggest sustained engagement throughout the programme, leading to consistent improvements in confidence and understanding for all students that persistently attended.
Extra staffing to oversee Maths online tuition afterschool and during school day.	Ensure learning environment for online tuition is purposeful to promote engagement and further additional support.	CW	£4367	
Additional equipment to supplement online tuition, e.g. headphones, microphones.	To enhance the learning experience during online tuition and ensure communication is clear and consistent throughout the tuition.	CW/DN	£442	
Buy into the Literacy Online Assessment in order to identify students that have been adversely affected by the lockdowns/school closures.	Establish literacy attainment of students and the impact of school closure on progress in order to target students that have developed gaps in skills/knowledge.	CW/SM	£1215	Profiles established for all students identified as having gaps in literacy skills and 32 students subsequently put forward for switch on reading and writing additional support.
Appoint a Teaching Assistant to free up capacity within Learning support team in order for the Switch-on Reading and Writing Programme to be run for 32 Year 7-10 students.	To accelerate literacy skills in students that have been adversely affected by the closure through intense one-to-one reading and writing sessions.	CW	£14,049	28/32 students identified as requiring intensive support through Switch on Reading made significant progress. 2/4 were unable to be tested at the end due to isolation/absence and the final two missed a significant period of the programme due to absence. Average progress

				made was 2 years and 5 months.
Appoint a part-time English teacher to target and accelerate the progress of KS4 students and help address any gaps in knowledge/skills.	Accelerate the progress of targeted KS4 students within English that have been identified as underachieving with a view to moving them closer to their KST. Provide intensive one-to-one/group work additional support for students deemed that were required to isolate to ensure that the impact on their progress was minimised.	MB	£10,688	Targeted and focused additional support helped at tackling knowledge gaps and exam skills (necessary for internal assessments). Class teachers noted marked improvements in written stamina, writing speed, structure to answers and citing of references (a specific technique required for the Macbeth unit).
Appoint a part time Student Support Assistant to work closely with targeted students on Emotional, Health and Well-being that have been adversely affected by the school closure.	To improve the resilience and confidence of students suffering from anxiety and the challenges they faced upon returning to school. Part time student support assistant made themselves available as a point of contact to students throughout the day to ensure students felt supported.	DK	£5087	Worked with anxious students to ensure that students return to school and their lessons was smooth and that they were reassured and well-supported.
Additional subscriptions within SMHW in order to access a consistent electronic seating plan in the event of a positive case.	Minimise number of close contacts to avoid sending whole year groups home in the event of the outbreak. Facility also allows students from vulnerable groups to be easily identified and subsequent targeted additional support.	AP/CW	£1,410	Enabled teachers to strategically seat different groups of students in order to accelerate progress, whilst minimising number of close contacts that were required to isolate.
Extra staffing in Maths to work specifically with Year 11 targeted groups of students to help them make the necessary progress and address gaps due to lockdown.	Accelerate the progress of targeted KS4 students within Maths that have been identified as underachieving with a view to moving them closer to their KST. This will be implemented through small group work, one-to-one withdrawals and	JXC/KP	£13,865	Targeted and focused additional support following Question Level Analysis, to help tackle knowledge gaps and skills. These areas were reassessed to ensure progress.
An additional software subscription to ensure Parents	Maintain consistent communication with parents/carers around pupil progress	PT	£425	Attendance to parents evening remained in line with previous

Consultation Evenings were able to go ahead online.				years, with an average of 88% of parents accessing the facility.
Appoint a part time academic mentor to work with targeted students in improving organisation and developing study skills.	To improve students organisational and independent study skills that allow them to prepare for assessments that replaced examinations and help develop emotional resilience in preparation for formal assessments.	CW	£1362	Students independent study skills improved, allowing for greater confidence and focus in run up to assessment period.
During lockdowns and periods of isolation, send home additional resources to supplement the remote curriculum and allow students to continue to make good progress.	Minimise disruption to student learning by ensuring students have access to the curriculum and resources that would be utilised within lessons, to allow progress to be continued through online lessons.	AP	£3,700 (Including postage costs)	Students were able to stay on track with schemes of learning, providing a smoother transition upon return to school, as well as limiting the impact
Additional CPD opportunities led by TLCs for middle leaders and teaching staff focused on delivering an effective remote curriculum, recovering gaps in knowledge, and delivering live lessons	Upskill staff in strategies to improve teaching and learning with a safe manner, provided support around online lesson and continue ways to recover gaps in knowledge and skills brought about by the pandemic.	CW	£300	Staff were supported on a range of ideas and strategies that ensured online lessons were able to take place during the school closure (and periods of isolation) and also that there was a relentless focus on closing gaps in knowledge and skills within the classroom.

Total expenditure £61,297.50

Carry Forward into 21-22 £32,422.50. Review of this expenditure will be published during October 2021