

# COVID catch-up premium report

## TQEA COVID catch-up premium spending: summary

Total number of pupils:	649
Amount of catch-up premium received per pupil:	£81.12
Total catch-up premium budget:	£52,640

### STRATEGY STATEMENT

*Include a brief overview of your catch-up premium strategy. For example:*

- *To ensure all students make increased progress to close gaps revealed during lockdown.*
- *The core approaches will be catch-up tutoring with a particular focus on Y7 and Y11 with use of learning platforms to accelerate numeracy and literacy.*
- *The overall aims of your catch-up premium strategy, for example:*
  - *To reduce the attainment gap between disadvantaged pupils and non-disadvantaged pupils.*
  - *To raise the attainment of all pupils to close the gap created by COVID-19 school closures.*
  - *To close the digital and connectivity poverty gap that exists for pupils at TQEA.*

## Barriers to learning

- KS2 data and GL CATs assessments indicate that students are admitted to TQEA with below average levels of literacy and numeracy.
- The FFT Schools Like Us database indicates that disadvantage at TQEA is slightly above average.
- Digital poverty surveys at TQEA indicate that 27% of TQEA students are living in digital poverty.
- Attendance records indicate that there is a wider gap between PP and Non-PP attendance since lockdown.
- Year 11 data indicates that the gap between PP and non-PP pupils has widened slightly and needs closing.

### BARRIERS TO FUTURE ATTAINMENT

#### Academic barriers:

A	Pupils require tutoring or small group sessions to close the gaps revealed since lockdown.
B	Pupils are admitted to TQEA in Y7 with low levels of literacy and numeracy (see Ks2 data and GL assessments).
C	Mental health is a significant barrier to learning at TQEA with 1:9 pupils on our Mental Health register.

### ADDITIONAL BARRIERS

#### External barriers:

D	Digital and connectivity poverty creates a natural barrier to learning for disadvantaged learners.
E	Surveys indicate that many pupils at TQEA do not have a desk or space to work meaningfully.
F	Whilst attendance is improving at TQEA there has been significant persistent absence with Y7 students on entry (25%) and throughout the academy.

## Planned expenditure for current academic year

The headings below will help you demonstrate how you plan to use the catch-up premium to improve classroom pedagogy, provide targeted support and support whole-school strategies.

Quality of teaching and learning for all					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
<p>To close gaps in knowledge in GCSE subjects.</p> <p>£6,400 for Years 7-9</p>	<ul style="list-style-type: none"> <li>To purchase GCSE Pod for all students.</li> <li>To purchase additional revision guides for Y9 and Y10.</li> </ul>	<ul style="list-style-type: none"> <li>GCSE Pod has a track record of good impact for closing knowledge gaps.</li> <li>GCSE Pod can be accessed and used effectively on phone devices. Research indicates that this is an effective way of engaging all students.</li> <li>TQEA participation rates in other learning platforms such as Hegarty Maths and Tassomai Science show excellent use.</li> </ul>	<ul style="list-style-type: none"> <li>Led by a member of SLT.</li> <li>Staff training and strong liaison with the platform company to ensure that it is set up effectively with the correct courses.</li> <li>Constant promotion in registration and through home learning.</li> <li>Teachers to connect their PLCs to create gap closure assignments and self-learning videos</li> </ul>	PW	<ul style="list-style-type: none"> <li>Ongoing using usage data.</li> <li>Pupil voice on impact.</li> <li>Second and third mock data shows correlation between use and progress.</li> </ul>
<p>To establish an effective and long term literacy programme to close the vocabulary gap for Years 7-9 through subscription to Bedrock Learning.</p> <p>£5,000 for 2 year subscription</p>	<ul style="list-style-type: none"> <li>TQEA pupils develop their literacy and vocabulary.</li> <li>Particular focus on developing tier 2 and tier 3 language.</li> </ul>	<ul style="list-style-type: none"> <li>EEF evidence about the impact of poor literacy on examination results and life chances.</li> <li>TQEA Ks2 data and GL CAT testing indicates that students are admitted to TQEA with literacy which is below or well below average.</li> <li>SLT experience of Bedrock in other schools shows strong impact when used consistently as a sequenced scheme.</li> </ul>	<ul style="list-style-type: none"> <li>Bedrock will train English colleagues in use.</li> <li>Implementation, management and assessment of impact will be led by a member of SLT.</li> <li>Bedrock will be sequenced as part of weekly home learning routines.</li> <li>Communication with parents to gather support and understanding.</li> </ul>	RA	<ul style="list-style-type: none"> <li>Ongoing review of usage.</li> <li>Staff and pupil voice.</li> <li>Clear indication of accelerated progress for pupils.</li> <li>Clear indication of use of new vocabulary in writing and in reasoning.</li> </ul>
Total budgeted cost:					£11,400

Targeted support					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
<p>To join the National Tutoring Programme to provide targeted support to learners.</p> <p>£9037.54</p>	<ul style="list-style-type: none"> <li>For gaps in knowledge and skills to be closed quickly and for this to be represented in</li> </ul>	<ul style="list-style-type: none"> <li>Data and first wave teaching has indicated that gaps exist in knowledge/skills from lockdown.</li> <li>The National Tutoring Programme offers focused support for individual students.</li> </ul>	<ul style="list-style-type: none"> <li>Use of data to identify students and their academic needs.</li> <li>Excellent professional liaison and collaboration with NTP and our other Trust schools.</li> <li>Frequent measuring of impact through student voice and data.</li> <li>Ensuring the programme is led by a member of SLT.</li> </ul>	BG	<p>End of Spring Term 2021.</p> <p>Summer GCSE results 2021.</p>
<p>To provide targeted small group teaching in Mathematics and English to accelerate the progress of Y7 pupils.</p> <p>£1500</p>	<ul style="list-style-type: none"> <li>To close gaps in literacy and numeracy.</li> </ul>	<ul style="list-style-type: none"> <li>Ks2 data and GL assessment data indicates that pupils have been admitted with significant need for literacy and numeracy catch-up.</li> </ul>	<ul style="list-style-type: none"> <li>Use of data to target pupils.</li> <li>Ensure that teachers are trained to deliver DI. Therefore, there will be a cost for training through the Midlands DI Institute at a local academy.</li> <li>Providing additional time for small group teaching.</li> <li>Re-testing of data shows significant closing of the gap.</li> </ul>	RA with SMB and LOB	<p>End of Spring term 2021</p> <p>End of Y7 assessments.</p>

<p>To purchase additional GCSE revision books for Y9 &amp; Y10.</p> <p>£7,000</p>	<ul style="list-style-type: none"> <li>• Pupils to have targeted revision book support to use at home.</li> <li>• Pupils have the resources to revise and support their learning.</li> <li>• Books will support and enhance the impact of GCSE Pod.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils from disadvantaged backgrounds struggle to purchase revision texts.</li> <li>• Research about the “confused cargo” of education (Joe Kirby) suggests that focused revision books have good impact for students.</li> <li>• Students receiving books early have more time to close gaps and make progress.</li> </ul>	<ul style="list-style-type: none"> <li>• Books will be released through an event with parental knowledge and a focus on the GCSE journey.</li> <li>• Books will be referred to and used by class teachers and will form part of intervention and revision sessions.</li> </ul>	<p>BG</p>	<p>Progress data.</p> <p>Pupil and student survey.</p>
<p>To purchase foldaway desks for pupils without places to work at home.</p> <p>£3528</p>	<ul style="list-style-type: none"> <li>• Focus pupils on the conditions for meaningful learning.</li> <li>• Give emphasis of the importance of the learning process to families.</li> <li>• Support disadvantaged families by providing the means for pupils to work.</li> </ul>	<ul style="list-style-type: none"> <li>• C4 programme “Breadline Kids in Britain” shows a typical case study.</li> <li>• EEF Pupil Premium Guide is clear about the importance of supporting this issue.</li> </ul>	<ul style="list-style-type: none"> <li>• Survey to indicate families most in need.</li> <li>• Desks released with home learning and revision guide for pupils and parents showing expectations of study.</li> </ul>	<p>BG</p>	<p>Progress data.</p> <p>Empirical evidence such as quality of homework.</p> <p>Pupil and parent voice.</p>
<p><b>Total budgeted cost:</b></p>					<p>£21,056</p>

Other approaches					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
<ul style="list-style-type: none"> <li>To purchase laptops and connectivity dongles to close the digital poverty gap and provide students with better hardware for learning at home.</li> </ul>	<ul style="list-style-type: none"> <li>All pupils to have internet connectivity rather than using expensive data.</li> <li>Pupils most of need have access to hardware</li> </ul>	<ul style="list-style-type: none"> <li>27% of pupils in digital poverty at TQEA.</li> <li>Digital poverty survey indicates that mobile phone learning is not as effective as laptop learning.</li> <li>Clear that participation analysis in the March lockdown shows that pupils without hardware were less likely to engage in remote learning.</li> <li>Our Trust blended learning philosophy requires students to have access to hardware.</li> <li>Research indicates that digital poverty has widened the progress gap for the disadvantaged pupil.</li> <li>Reading – Gov.UK “Leaving No-one Behind In A Digital World”.</li> </ul>	<ul style="list-style-type: none"> <li>Use of TQEA digital poverty survey to indicate most at need in the upper years.</li> <li>Laptops released with our Trust monitoring, safeguarding and imaging software.</li> <li>Robust loan agreements formed with parents.</li> <li>Laptops set up with easy links to our learning platforms – Hegarty Maths, Tassomai Science, Bedrock Learning and GCSE Pod.</li> <li>Hardware will be returned and used with future cohorts. Therefore, this is a very effective outlay for 5-16 funding.</li> <li>Advice from ATT ICT to secure the most cost efficient and effective hardware.</li> </ul>	ACM/BG	Ongoing
Total budgeted cost:					£20,184

## ADDITIONAL INFORMATION

*In this section you could annex or refer to additional information which you've used to support the sections above. For example:*

- *EEF covid support report for schools.*
- *DFE catch-up premium guidance.*
- *Internal assessment data.*
- *Results of staff and pupils' surveys.*
- *Consultation with DSL.*
- *Analysis of attendance records.*
- *Ks2 data and CAT Y7 baseline data.*
- *C4 Dispatches, "Breadline Kids In Britain".*
- *Gov.UK publication:- "Leaving No One Behind In A Digital World".*