



COVID-19 Catch-Up Premium Report

The DfE has allocated £650 million to be spent on ensuring all students have the chance to catch up with any learning missed due to the Covid-19 pandemic. Whilst Swanshurst School will decide how the money is spent, the initiatives the funding will support will be supported by educational research to ensure the greatest impact on students and the best value for money.

COVID-19 Catch-Up Premium Report

SUMMARY INFORMATION

Total number of pupils:	1,565	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£125,200		

STRATEGY STATEMENT

Swanshurst School has developed a robust and effective school continuity plan which came into effect when national restrictions required the school to close. Students continued to receive their full curriculum underpinned by our ethos and values remotely through our digital platform.

The experience of remote learning will not be the same as education in the classroom. Swanshurst School acknowledges that students, particularly those who are vulnerable or from disadvantaged backgrounds, may have faced barriers to their learning during this period. Swanshurst School will ensure effective use of the **Catch-up Premium** to support all students to achieve their best and remove any gaps in their learning which could have developed due to the implications of Covid-19.

Swanshurst School will ground its catch-up support in initiatives deemed effective through educational research, thus ensuring the best possible impact on learning for students and value for money. The **Educational Endowment Foundation** (EEF) has set out guidance on how schools could allocate the additional funding. Swanshurst School has used this guidance to strategically plan and allocate this additional funding.





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STRATEGY STATEMENT

The EEF suggests a 3-tiered* approach:

1: Teaching and whole school strategies

- High-quality teaching for all
- Effective diagnostic assessment
- Transition support

2: Targeted academic support

- High-quality one to one and small group tuition
- Teaching Assistants and targeted support
- Planning for students with **Special Educational Needs and Disabilities** (SEND)

3: Wider strategies

- Supporting students social, emotional and behavioural needs
- Communicating with and supporting parents
- Supporting students with their access to, and effective use of technology





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BARRIERS TO FUTURE ATTAINMENT

Academic Barriers:

B1	Literacy skills and reading has been impacted for those transitioning from their primary school to Swanshurst School.
B2	Gaps in curriculum as identified by each Head of Department.
B3	Gaps in knowledge and skills that have appeared between March and July 2020.
B4	Ensuring our SEND students are making social, emotional and academic progress following the lockdown period.
B5	Gaps in 'careers and further education' advice and guidance.
B6	Understanding the ability of our new Year 7 intake without SATS scores.
B7	Wellbeing: students adjusting to the new school routines and structures.

BARRIERS TO FUTURE ATTAINMENT

External Barriers:

B8	Maintaining excellent attendance to remote lessons for all students.
B9	Wellbeing: concerns around anxiety and safeguarding issues following the lockdown period.
B10	Ensuring excellent parental engagement is maintained.





Planned Expenditure for Current Academic Year

(Note – Expenditure plan will be reviewed on a termly basis to account accurately for all catch-up premium expenditure as the academic year progresses)

Teaching & Whole-School Strategies						
Initiative	Date	Barrier	Initiative description	Impact	Staff lead	Cost
Literacy and vocabulary development – raising standards of reading	July 2021- July 2022	B1, B3, B4 & B6	Use of NGRT reading test to baseline and re-test student reading age in all year groups, identify gaps and specific teaching strategies to support this, with a particular focus in Year 7 English 2021-22 where additional curriculum time has been dedicated to a reading curriculum.	All students have reading age data recorded in the MIS which is used to identify gaps and inform teaching practice. This is correlated with progress and behaviour data by middle and senior leaders to support strategies for wider social, emotional and behavioural development.	CME	£9,920
Supporting learning of students when transitioning between key stages.	July to September 2021	B2 & B3	Year 11 into 12 transition lessons week & follow up bridging work- students attended at least 2 A level lessons per subject and received high quality teaching. (See website for bridging work)	Students' learning continued during July and the summer holidays. The number of students intending to return to Year 12 increased significantly as a result of targeted interventions, including transition week from March 2021 – July 2021.	RBE	N/A
Supporting the learning of students throughout Year 10 and in the transition from Year 10 into Year 11	September 2020-July 2021	B2 & B3	Revision guides purchased for all subjects for Year 10 & 11 2021-21. Year 10 into 11 bridging work- Oak National Academy resources the summer holidays. Revision guides costed for Year 10 2021-22 pending evaluation of impact.	Revision guides are now used in all lessons to support learning, with a particular focus on pre and post tutoring. The vast majority of students continued to learn well across the summer and returned prepared for their next stages of learning.	LEL CME	£25,530 ONA resources: no cost £11,287





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Teaching & Whole-School Strategies						
Initiative	Date	Barrier	Initiative description	Impact	Staff lead	Cost
Effective assessment and target setting; ensuring challenge for all.	September 2020 + 2021	B6	Baseline testing Year 7 using CAT 4 tests.	All Year 7s have completed CAT 4 tests. Data has informed target setting and broad ability banding. It has identified specific learning needs for some students.	LEL	£6,415
Effective use of Rosenshine's principles of instruction: providing models and worked examples	September 2021	B1, B3, B4	Purchase of visualisers for all classrooms. Training and CPD for teachers on the effective use of modelling, with a particular focus on addressing misconceptions and gaps in skills and knowledge identified through regular low stakes assessment.	All teachers are proficient in the use of visualisers to support effective modelling and scaffolding.	SBU CME RBE	£6,360

Targeted Support						
Initiative	Date	Barrier	Initiative description	Impact / Intended Impact	Staff lead	Cost
Small group tuition targeted at supporting students to close skill and knowledge gaps as identified by summative assessments summer 2021-Autumn 2021	September 2021- July 2022	B2 & B3	Recruitment of NTP academic mentors for Humanities and Modern Foreign Languages to deliver small group tuition to students with the most significant learning gaps.	Students will revisit specific concepts and topics that they had found difficult to grasp without individual teacher explanation. They will show evidence of improved recall and application of the curriculum content that is revisited and achieve improved outcomes as a result of the interventions.	LEL	£18,000



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Targeted Support						
Initiative	Date	Barrier	Initiative description	Impact	Staff lead	Cost
Providing Hardware and internet access to support remote learning and safeguarding	April 2021	B8, B9 & B10	Sourcing additional laptops, dongles and WiFi data to supplement DfE provision.	<p>100% of pupil premium students have access to online learning resources and live lessons throughout both lockdowns.</p> <p>Safeguarding checks and follow up actions could continue for all students throughout both school closures.</p> <p>All parents were able to engage with remote parent consultation via student devices and MS Teams. All Year 7 students without access to technology can be provided with a device promptly in September 2021 as a result of returned stock.</p>	SBU CPL IGR	<p>Laptops £41,666</p> <p>Dongles £1,076</p> <p>WiFi 4g £389</p>
Small group tuition Year 10	July & August 2020	B2, B3 & B5	<p>Small group face to face & virtual subject tuition Year 10 - students were identified via their subject teachers where they felt they needed more specific support with certain topics.</p> <p>There was liaison between teachers. Subject specialist taught these sessions which spanned the last week of term and through August.</p>	<p>These students are now in year 11. They learnt specific concepts and topics well, as a result they have returned to school with more confidence about their learning.</p> <p>Formal assessments are taking place in September which will further measure the impact.</p>	JHO KR	School budget 2019/20



Planned Expenditure for Current Academic Year

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Targeted Support						
Initiative	Date	Barrier	Initiative description	Impact	Staff lead	Cost
Effective support of SEND students to ensure effective learning and engagement with virtual school	July 2020	B4, B7	Teaching Assistants supporting students' Years 7 -11 virtually in channels in Teams, this included help with homework. Channels also in operation to support wellbeing. Vulnerable SEND students supported in school by specialist RAAs during both school closures	The vast majority of students with SEND engaged with the virtual school. They continued to learn from the normal curriculum evidenced by the work in their books and the work submitted via Teams.	RHA	No additional cost
Careers guidance	February-April 2021	B5	All Year 11 students to receive 1:1 career's guidance interview.	1:1 interview's support motivation and transition to Swanshurst Sixth form, higher education and beyond.	RBE	No additional cost



Wider Strategies						
Initiative	Date	Barrier	Initiative Description	Impact	Staff lead	Cost
Preparing students for full return to face to face school	July 2020	B7, B8, B9 and B10	<p>Purchase of stationery packs to support remote learning and return to face to face education for our most vulnerable students.</p> <p>Pastoral teams worked closely with students and families who did not engage well during school closure and who were reluctant to return to school due to concerns about safety. The highest need SEND students and students demonstrating significant anxiety were supported with transition visits before full school reopening.</p>	<p>Vulnerable students were able to access their full curriculum both during remote learning and on their return to school.</p> <p>Contact with students and their parents gave them confidence about returning to school. Evidence of work completed during the Virtual School shows the students have learnt well.</p>	IGR RHA	£4,557
Student enrichment and personal development	September 2021 onwards	B9, B3 & B5	Revision of all PSHE resources and curriculum structure to increase opportunities to support students with pertinent issues including mental health and CEIAG whilst increasing depth of coverage of the statutory PSHE curriculum.	<p>Purchase of Jigsaw PSHE resources and rolling 100- minute PSHE lessons every fortnight has ensured that all students have access to regular, high quality PSHE.</p> <p>Year 10 #life hacks curriculum has been designed to specifically develop life skills that students may not have had the opportunity to develop as a result of the pandemic.</p>	LBT	School Budget
Total Budgeted Cost						£125,200s





COVID-19 School Led Tutoring Grant: Spending Summary

Summary information is estimated based on 202-21 pupil premium roll

SUMMARY INFORMATION			
Total number of pupil premium pupils 60% of PP pupils	715 429	Amount of school led tutoring grant received per pupil:	£203
Total estimated school led tutoring grant:	£87,087		

School Led Tutoring						
Initiative	Date	Barrier	Initiative Description	Intended Impact	Staff lead	Cost
Intervention teacher of mathematics, English and science	September 2021-July 2022	B1, B2, B3 & B4	Appointment of intervention teachers with QTS to deliver targeted small groups interventions to our most disadvantaged students, with the greatest learning gaps, across all key stages. Support for core departments with curriculum development and adjustments specific to COVID 19 recovery.	Our most disadvantaged students receive high quality, small group tuition to supplement their curriculum and close gaps in their knowledge and skills. Students will revisit specific concepts and topics that they have found difficult to grasp without individual teacher explanation. They will show evidence of improved recall and application of the curriculum content that is revisited and achieve improved outcomes as a result of the interventions.	LEL SBU CME	£35,331 MPS 1 + on costs 2 posts covered through existing school budget
Specialist small group tuition for KS4 students in all subjects of the curriculum	September 2021-July 2022	B1, B2, B3 & B4	Period 4 enrichment and recovery curriculum developed and delivered by teachers of KS4 groups and specialists within departments. 3:1 to 5:1 tuition groups that run as 30-45 minute sessions in blocks of 4-6 weeks. Students will be selected using progress data, NGRT reading data and subject attendance during virtual school.	Our most disadvantaged students receive high quality, small group tuition to supplement their curriculum and close gaps in their knowledge and skills. Students will revisit specific concepts and topics that they have found difficult to grasp without individual teacher explanation.	LEL SBU CME	£51,756
Total Budgeted Cost						£87,087