

COVID-19 Catch-up and Recovery Premium Report

2020/21 and 2021/22

What is Catch Up and Recovery Premium Funding?

In 2020-21 the government announced £1 billion of funding to support children and young people to catch up lost time after school closure. This is especially important for the most vulnerable and disadvantaged backgrounds. This funding included:

- A one-off universal £650 million catch up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time.
- A £350 million National Tutoring Programme to provide additional, targeted support for those children and young people who need the most help, which includes:
- A schools programme for 5 to 16-year-olds.

The Recovery Premium provided additional funding for state-funded schools in the 2021–2022 academic year. Building on the pupil premium support offered to schools, this funding was used to help schools deliver evidence based approaches for supporting disadvantaged pupils.

COVID-19 Catch-up Premium Spending: Summary

SUMMARY INFORMATION			
Total number of pupils:		Amount of catch-up premium received per pupil:	£250
Total catch-up premium budget:	1. £7,200 2. £9,600 3. £12,000		Total: £28,800

STRATEGY STATEMENT

Overview

- Our catch up priorities have been to try and support the pupils holistically by providing additional wrap around support in terms of mental health and wellbeing sessions, both group and individual, and individual academic support sessions. There will be additional support for year 11 pupils making transition to post 16 destinations.
- The core approaches we'll be using will be counselling and mentoring for individuals who require high priority wellbeing support, identified through induction and from reviews and referrals forms, parent contacts and home schools. These will contribute to helping pupils catch up on missed learning by providing a safe space for them to address their mental health needs but also to get the academic support they need in basic skills, particularly reading support from the Assistant SENDCo.
- Our overall aims are
 - To reduce the attainment gap between our disadvantaged pupils and their peers by improving their mental health
 - To raise the attainment of all pupils to close the gap created by COVID-19-related school closures
 - Increase the number of year 11 pupils securing and sustaining destinations post 16.

Barriers to Learning

- Internal assessment
- The Education Endowment Foundation (EEF) [Families of Schools database](#)
- Pupil and parent consultations
- Attendance records.

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Low levels of social skills
B	Low levels of mental health and low self esteem
C	Low levels of literacy, particularly reading

D	Low levels of numeracy
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ADDITIONAL BARRIERS

External barriers:

E	Families in challenging circumstances
F	Children with siblings under 2 in the household
G	Children affected by imprisonment of family members

Planned expenditure for academic year 2020/21 and 2021/22

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 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?
Improve quality of support for pupils with additional needs and thereby assist all pupils.	Pupils make better progress from start points. All lessons utilising appropriate font and presentation back drops.	EEF Individualised instruction.	Regular review of quality of education and SEND support. Commission a QA visit from commissioning schools. Commission an external SEND review.	SAS/AP/AL	Termly and Annual review July 2021 External SEND Review commissioned.

Appropriately thought out resources/ colour schemes/overlays etc. in place.	Pupils able to access materials in order to understand and learn	SEND support	Time given for staff training and review of quality of teaching.	AL/BP	Termly and External review by Chadsgrove Special School.
Total budgeted cost:					
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?
Provide one-to-one mental health support sessions using HWB lead and Assistant SENDCo and SENDCo	A deeper understanding gained of pupil issues and exploration of what needs to happen to overcome the issues.	EEF One-to-One Tuition sessions and Social and Emotional learning to improve progress of pupils, by helping pupils self-regulate first. Pupils work well with trusted adults in one-to-one sessions, particularly when they are low achieving disadvantaged pupils.	One-to-one sessions led by trained staff. We are a TISUK school and utilising TISUK best practice. Production of impact statements from staff.	ZK/BP/AL	Termly and September 2021
Provide additional vocational opportunities for pupils making post 16 transition. Worcester Community Trust, bricklaying course GT Access e-learning PASMA course	Pupils gain skills in areas we cannot provide ourselves.	Vocational information sourced through careers education.	Utilising experts who are used to working with our client group at a level they can understand. Provide assistance from our staff group to support the learning.	LT/RRH	One off event based feedback.

Provide therapeutic interventions at Longlands and with Outdoor Education activities.	Pupils feel supported and learn to self-regulate in a better way whilst learning new skills in an outdoor environment.	EEF outdoor adventure learning. Solution focused therapy in outdoor education by Stephan Natynczuk. <i>“Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.”</i>	Choosing provisions with a strong track record of strong support and success and activities that have proven successful in the past.	ZK/RRH/SAS/SN	Termly and Annually
Providing transport to access these activities	Barriers removed for pupil participation.	Best practice to increase attendance.	Coordinating with parents, carers, SW's and other supporting agencies to ensure success.		

Other approaches					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it is implemented well?	Staff lead	When will you review this?
SAM Learning intervention	Pupils completing more learning hours on SAM Learning to improve knowledge and confidence	SAM Learning evidence.	Incentivise and reward engagement with the resource. Direct staff to utilise resources in lesson time to signpost effectiveness and engagement.	RRH/SAS	July 2022
Art Therapy interventions from Masters students on placement	Re-engagement of pupils to learning activities	EEF Arts Participation	Art Therapy Students provided with supervision and reports produced for University placement officers.	SAS/ZK	July 2022
Total budgeted cost:					£29,968.87

ADDITIONAL INFORMATION

Additional information to support the sections above include:

- Internal assessment and reporting
- Evidence from the EEF [Families of Schools database](#)
- Results of parent and pupil consultations have provided a bit more insight into the difficulties faced during the pandemic and how we can try and support young people.
- Analysis of attendance records, has shown us which pupils would benefit from the greatest input.
- Guidance from visiting professionals; Umbrella pathway and Ed Psychs whilst completing assessments have given guidance to help with pupils moving forward.
- We can talk through specific case studies of support in regards to certain pupils circumstances.

Recovery Premium

SUMMARY INFORMATION			
Total Recovery Premium budget:	1. £1,500 2. £1,500 3. £1,500 4. £1,500		Total: £6,000

Interventions					
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?
Additional Teaching Assistant	Specifically to support in class with key stage 3 pupils	EEF Teaching Assistant Interventions	Provide training from SENDCo and DHT	AP/AL	July 2022
Summer holiday staff support	Staff supporting vulnerable pupils in holiday activities	EEF	Staff building on good relationships with pupils to encourage engagement through the holidays to gain AQA unit award outcomes and improve buy-in to school.	SAS/AR	September 2022
Tutoring support	Increase knowledge leading into public examinations to support GCSE subjects, specifically in English and Maths.	EEF Tutoring and DfE advice.	Building on support already generated from tutors engaging in the tutoring programme and extending this to year 10's transitioning into year 11 through the Summer holidays.	SAS/AP/RRH	July 2022
Total budgeted cost:					£6,000

Recovery Premium 2022/2023

SUMMARY INFORMATION			
Total Recovery Premium budget expected	1. £1,500 Received Oct 2022 2. £1,500 3. £1,500 4. £1,500		Total: £6,000

Interventions					
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?
Additional Teaching Assistant	Specifically to support in class with key stage 3 pupils	EEF Teaching Assistant Interventions	Provide training from SENDCo and DHT in supporting pupils with interventions.	AP/AL	July 2023
Tutoring support	Increase knowledge leading into public examinations to support GCSE subjects, specifically in English and Maths.	EEF Tutoring and DfE advice and guidance.	Identifying pupils who will engage with the tutoring programme and providing additional support.	SAS/AP/RRH	July 2023
Total budgeted cost:					£6,000

Supporting Documentation

<https://www.gov.uk/government/publications/national-tutoring-programme-guidance-for-schools-2022-to-2023/national-tutoring-programme-guidance-for-schools-2022-to-2023>

The Education Endowment Foundation (EEF) [Families of Schools database](#)