

COVID-19 catch-up report

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	847	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£67800		

STRATEGY STATEMENT

The coronavirus pandemic caused the greatest interruption to learning in schools since the second world war. Although KLA remained open throughout both extended school closures for pupils we deemed to be vulnerable, and fore the children of keyworker parents, and we had the greatest number of vulnerable secondary pupils attend of any secondary school in Norfolk, the vast majority of our pupils were forced to learn at home for two out of the past three terms. This clearly was more achievable for some of our pupils than others, and upon our latest return to school in March 2021 we quickly undertook some very light touch assessments to ascertain which pupils demonstrated the greatest level of need. We have therefore identified three groups of pupils who are going to require significant additional support to overcome the negative effects of these closures on their educational outcomes.

- Pupils in Year 9 appear to have considerably lower levels of knowledge retention than those in either Year 7 or Year 8. This we attribute to the new KLA curriculum which is much more solidly embedded in lower years than in Year 9.
- Pupils with weak prior levels of attendance, in whom we found a strong correlation between that fact and lower levels of engagement in online learning
- Pupils with weaker reading skills, whose reading skills were not able to benefit from the regular, structured teaching of reading that we provide in school at normal times and whose reading has not developed as we believe it would have normally.

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Pupils who arrive at KLA with weak reading skills are those most at risk of being further disadvantaged by the negative impacts of the coronavirus pandemic. NGRT testing across the whole cohort, and further WRAT testing for those pupils with identified cognitive impairment identifies these pupils
B	Assessments taken soon after the latest restart in March 2021 show pleasing resilience in curriculum knowledge retention in Years 7 and 8, for all pupils and groups of pupils. Year 9 however, have clearly had the greatest negative impact, across all core subjects. Catch-up then clearly needs to prioritise pupils in this cohort, who have demonstrably the greatest issues to overcome
C	Subject specific support is required to ensure that those pupils identified as being most at risk of negative effects of the pandemic are able to catch up on the curriculum knowledge that they have missed – this will have to involve bespoke provision that augments classroom teaching by additional subject specialist teaching to identify gaps and misconceptions and address these.

ADDITIONAL BARRIERS

External barriers:

D	Pupils who declined to engage in remote learning, and whose parents declined the invitation made to them to take up places on site during each closure are also clearly at greater risk of future underachievement. An engagement audit carried out throughout each lockdown has identified those pupils in this category.
E	KLA serves a catchment where the proportion of children living in poverty is significantly higher than average (EEF families of schools database) and low levels of aspiration for some families was an identified as an issue long before the pandemic – this is very likely to have exacerbated that pre-existing characteristic
F	Although attendance at KLA has been strong against national comparators, we have a stubborn cohort of around 10% who are persistently absent – again, these are those pupils identified in D above, and form whom barriers to learning are compounded across several areas of school life.

Planned expenditure for current academic year

Quality of teaching for all				
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	Staff lead	When will you review this?
Use of NGRT tests across all Year Groups to check reading ages on return to school in March compared to those recorded in September	Clear identification of both those pupils whose reading has improved in line with chronological expectations, as well as those in need of further reading support to accelerate their RA, in order that they can better access the taught curriculum in all disciplines.	EEF toolkit, Reading Comprehension Strategies, show moderate efficacy for extremely low cost. Effect size of +6 months, with evidence from UK studies suggesting higher efficacy for disadvantaged students.	Graham Frammingham	May 2021, once all Term 2 NGRT testing complete and results available. WRAT testing July 2021 for those most at risk
CPD to further develop our work on teaching for memory and improving teaching quality	Accessing Research School training for teachers and subject leaders. <i>Training and Retaining Great Teachers</i> <i>Memory-friendly teaching</i>	Research School hub recommended these courses as part of the NLE link for the school's improvement journey.	Phil Bugg	Review is ongoing – impact assessed by the course delivery team
Total budgeted cost: circa £6k				
Targeted support				
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	Staff lead	When will you review this?

<p>Targeted support for pupils from the key three groups identified above from the National Tutoring Programme</p>	<p>One-to-one support for pupils in a time-limited framework, using covid catch-up funding to pay for the 25% of the cost, with government paying the rest.</p> <p>Tuition partners in the first instance will work with an identified cohort of disadvantaged pupils, with clear baseline and final impact measurements taken</p>	<p>Government-backed and EEF suggested scheme.</p>	<p>Liz Espiner</p>	<p>At end of each 'tranche' of tutoring, by checking impact measures</p> <p>Then, if successful, further tranches for other cohorts throughout 2021-22</p>
<p>Internal 'catch-up' tutoring provision in English, Maths, Science and History.</p>	<p>For those pupils in upper years (current Year 10 and Year 9) who are identified as having greatest negative impact on their learning in core subjects to receive additional teaching on areas of weakness or misconception to help them be able to keep up with classmates and remedy knowledge gaps</p>	<p>Using assessment and feedback to then intensively support learners to improve those most important areas of weakness has high impact (effect score of +8 months)</p>	<p>Liz Espiner</p>	<p>Monthly</p>
<p>Total budgeted cost:</p>				<p>£60k</p>