



Bishop Luffa School COVID-19 Catch-Up Premium Report

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of students:	1201	Total catch-up premium budget:	£96,080

STRATEGY STATEMENT
<p>During the pandemic the school has worked hard to ensure that all students had access to the resources and support they needed to remain safe and make good progress. Disadvantaged students were quickly provided with devices (where needed) allowing them to access remote learning and where appropriate were invited into school or regular checkups and support were provided. The school invested into the Google suite during the first school closure allowing live lessons to be delivered frequently and safely. This delivery of live lessons during the second school closure was much more consistent and as a result students' engagement with and learning from, online resources improved. Gaps still persist though. The use of NTP/ face to face tutoring has been successful in reducing gaps for most disadvantaged students.</p> <p>Our priorities are:</p> <ul style="list-style-type: none">• To improve the wellbeing of students to allow them to enjoy life in all its fullness• To identify and close gaps in subject knowledge/skills that exist for all students• To ensure that disadvantaged students continue to receive the additional support they need to make progress in line with non-disadvantaged students

Our Priorities for catch up following the pandemic are:

- Students' mental health and wellbeing has suffered as a result of the pandemic, by improving this we will allow students to make the accelerated progress required to achieve their full potential.
- Students' exam skills and revision techniques need further development.
- Students have varying gaps in subject specific knowledge which need to be addressed.
- Practical subjects report a drop in relevant skills which need to be addressed.
- Students' literacy and numeracy have suffered as a result of the pandemic.
- To ensure that our online provision limits further gaps being created during home learning caused by being required to self-isolate.

We have implemented the following core changes to enable our priorities to be addressed:

- A leadership role with specific responsibility for Wellbeing has been created in order that a school wide strategy can be developed and implemented to allow students wellbeing to improve.
- 'Map, master, move forward' has been implemented as a school wide strategy for identifying and addressing any gaps in core knowledge which is limiting progress.
- Adaptive learning strategies implemented to ensure that all students are able to access and make progress in every lesson.
- Low stakes assessment promoted as a tool for promoting identification of knowledge that is missing, allowing interleaving of prior learning into current teaching to close gaps.
- All students have undertaken a reading age test to support appropriate provision of resources and enable additional intervention to enable reading recovery.
- All FSM students that require a device have one currently so no learning opportunities are lost should a student need to isolate
- We have subscribed to Google Enterprise for Education to enable live lessons to be delivered safely by staff required to isolate and to be safely delivered to students that are isolating.

Barriers to Learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Student revision and exam skills are not as fully developed as they would normally be at this stage.
B	Practical skills are not as developed as they would be normally.
C	Declined reading ages and SPAG knowledge and skills from students.

ADDITIONAL BARRIERS

External barriers:

D	Student mental health and wellbeing has suffered as a result of the restrictions placed on everyday life throughout the pandemic, this will impact on student's ability to learn effectively.
E	Socio-economic factors mean that some families need further support and assistance
F	

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?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Map, master, move forward promoted as a recovery strategy for use in all areas of the school.	Regular low stakes assessment, effective use of questioning and other assessment methods allows accurate identification of gaps in skills and/or knowledge. These gaps are closed and students are able to move onto the next stage of their learning.	Based on Barry Carpenter's Five levers of recovery. <ul style="list-style-type: none"> ● Curriculum – Re-establish routines. How to ensure that whatever needs to be retrieved from prior learning is mastered to begin new learning in September (eg. what aspects of Bishop Luffa Steps/Exam specs do they NEED to know before moving onto the next sequence of learning with the next Step and new content). Ensure students receive regular homeworking tasks that inspire, motivate and enable students to make progress. Update to Fac SEFs to include changes. ● Transparent curriculum with children – so students know what their learning journey is. 	Observe and monitor use of key principles starting with re-establishing behaviours and routines in term 1. Staff CPD using instructional coaching and use of direct practice - Walkthroughs programme. Lesson buddy observations. Curriculum mapping completed by HoF and TL's - displayed and regularly referred to in lessons so that this is transparent to all learners. Adaptive teaching - Using the EEF teaching toolkit. to help inform staff appraisal objectives for the year. Utilising INSET to address the following adaptive teaching techniques (See below): Regular	TBN	Lesson evaluations every 3 weeks. Weekly learning walks Work scrutiny half termly. Assessment data drops each term. Appraisal reviews termly

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?
		<ul style="list-style-type: none"> ● Adaptive teaching – mixed ability KS3 classes, access to subject/specialist teaching rooms. Adjustments to SoW and planning will need to take place. ● Adaptive teaching and planning for students who have not engaged or struggled with online learning. Support will need to be closely involved with this. (JCS, KHY & OBO) ● Formative assessment for responsive teaching – frequent, spaced retrieval to transform knowledge into learning. Rationale of why to be explained to students so they see the purpose, and it encourages them to undertake their own retrieval tasks. Use of Seneca / Everlearner / Google forms ● Online learning – how can we maximise Google Classroom as a 	<p>monitoring through CPD reviews and lesson evaluations.</p> <p>Adaptive teaching techniques: Flexible grouping Using technology to support pupils with SEND, Explicit instruction; Scaffolding Cognitive and metacognitive strategies.</p> <p>Learning walk and lesson evaluations indicate regular usage of retrieval practice in class. Formal assessment points also demonstrate an improvement in students' progress towards target grades.</p> <p>Increased usage of technology in the classroom and across the curriculum to enhance the learning experience for students.</p>		

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?
		platform for learning and homework / home learning / Asynchronous Lessons			
Reading age tests undertaken for all students in Autumn 20, summer 21 and autumn 21 for year 7.	Reading age data available for all students in the school and used by staff to allow appropriate adaptation of T and L to meet everyone's needs.	We believe that reading ages will have declined during periods of school closure as students may not have engaged with written material as frequently or extensively at home as they do in school. This is supported by the first set of data collected and by staff insight.	Reading age data is expected to be displayed on every seating plan and to be used by staff to inform planning. Learning walks determine that this is the case and that these are being used effectively.	TBN/SC/CSS	Summer '22 Ongoing review of impact through M and E schedules Spring term.
A faculty coach has been given responsibility to lead on the implementation of T and L strategies to improve students literacy.	Students' literacy develops and recovers more quickly than would be the case without a focus on this key area for success.	Literacy is fundamental to recovering students' learning. Reading age data supports the idea that student's literacy has declined as a result of school closures.	The literacy strategy shows an increase in reading ages beyond what would be expected when students are retested in the summer of '22.	CSS	Summer '22 Ongoing review of impact through M and E schedules Spring term.

QUALITY OF TEACHING FOR ALL

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Reading books in KS3 Hy	Students are required to engage in the same set text throughout year 7 History. This supports their development of reading skills.	Cross curricular action on improving reading ages will enable more progress to be made. The implementation of this strategy in Year 7 will allow for evaluation of the impact to be determined ahead of a roll out to other years.	Students' reading improves and as a result their ability to interpret a range of sources of evidence and produce good answers in History improves.	JBT	Autumn '21
In class formal assessments summer 2021 for yr 7-9. Year 10 formal assessments in the sports hall autumn 2021	Opportunities for the development of good revision routines and practices are provided by these assessments. The assessments give students an opportunity to perform under exam conditions and get used to the environment. These assessments provide evidence of gaps that need to be addressed.	We have not been able to run more formal assessments in the sports hall during the pandemic and have two cohorts in the Sixth Form that have not sat terminal exams in this environment. By providing more opportunity for formal assessment students will be able to develop strategies and techniques that allow them to revise effectively and perform to the best of their ability in this environment.	Students requiring additional support/amended environments for terminal assessments are identified and measures put in place. Students develop effective techniques that allow them to revise effectively and perform to the best of their ability in terminal assessments.	SWE/HOF	Yr 11 Mock Autumn '21 Yr 12/13 Mocks Spring '22 All years except Yr11/13 summer '22 TAG assessments termly for Yr11 and 13.
Total budgeted cost:					£21K

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?
Focused additional sessions run by subjects for small groups of students.	Students feel supported in developing the required key knowledge required to achieve accelerated progress.	Tim Oates Blog 'How to solve the hyperbole' of interrupted learning suggests that focusing on the 'core elements' of key subjects will allow students to make more progress. The DFE is working to provide guidance on this. There are identified gaps in core knowledge particularly in literacy and numeracy that need to be addressed.	Session run and student feedback is good.	KMF/FC with responsibility for catch up	
Revision sessions for year 11 run ahead of mocks.	Students feel supported ahead of the mock exams and are given support and guidance to enable revision to be more effective.	Exam experience in the cohort has been minimal. Revision sessions are run early to boost student confidence before going through the exam process. Revision sessions allow teachers to identify gaps in learning.	Revision sessions are valued and well attended by students. Student performance in mocks improves in relation to Year 10 assessments conducted just after school reopened in March.	KMF	Autumn '21
Revision skills implemented in the year 11 tutor time programme .	Students are given a range of different strategies to support their planning for revision and a range of different ways of revising. Students	Gaps in study skills have been identified. Short, regular study skill sessions during tutor time will enable all students to look at how they can best study and make progress.	Students develop effective revision techniques. There is an improvement in overall results .	KMF	May 22

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?
	begin to identify what works for them ahead of exams.				
Targeted 1:1 tuition.	Students gaps in knowledge begin to be addressed through the tuition.	EEF toolkit suggests that 1:1 tuition can add 5 months of progress for a student. We are using in house 1:1 tuition where a student is not able to engage well with an external tutor through the national tutoring programme.	PP Champions have identified students who have gaps in their progress and are able to target the tutors to the gaps that need to be completed.	SWS	January 22
Total budgeted cost:					£15K

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?
Appointment of a lead for mental health and wellbeing to enable the strategic implementation of	An effective programme of support, education, guidance and extra curricular	Significant increase in referrals to local support teams through our pastoral system following the pandemic. The number of students reporting issues with wellbeing or	Term One: Focus on engaging students in school life. Participation in opportunities offered as a focus. Introducing methods by which to identify students' need - Short	LWN	Ongoing programme for review. Half termly data

OTHER APPROACHES

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initiatives to address issues arising from the pandemic.	opportunity is in place that allows students wellbeing and mental health to improve.	<p>mental health in school has increased.</p> <p>In line with the 5 levers of recovery mentioned above, specifically: relationships and community</p>	<p>Warwick Edinburgh Mental Wellbeing Scale from Anna Freud centre as mechanism to do this.</p> <p>Staff training to utilise, embed and develop Youth Mental Health First Aid qualifications in school to bolster triage system within school</p> <p>Increased hours in a week for school counsellor to support students. (Now including Wednesdays) to reduce wait time.</p> <p>Staff counselling set up with independent qualified counsellor for staff self referral. Starting with one term trial with 2.5 hours a week provision</p>		collection for students' need and half termly review of programme overview and progress
'Careers and Destinations' morning and Enterprise and Careers fair run Autumn '21	All students have aspirations for their futures.	Research suggests many students have lost motivation and hope for the future during the pandemic.	All year 11 students are able to articulate their post 16 aims/goals. This will be reflected in data collected by AHP in January.	KMF	Spring term

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?
	<p>Post 16 pathways explored by all KS4 students</p> <p>Students equipped with the skills to move onto post 16 pathways</p>	<p>The aim of careers provision is to give students aspirations that motivate them to engage in study.</p> <p>The current year 11 and 13 students did not experience work experience so enhance provision in this area is necessary</p>			
Appointment of apprentice TA	TA capacity to support students' engagement in and attendance to lessons improved.			JCS	
Total budgeted cost:					£60K