

Coundon Court COVID catch-up premium report

COVID catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	1738	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£118,000		
Total including other income streams:	£161,930	Total Planned Expenditure:	£162,100

STRATEGY STATEMENT

Coundon Court is committed to extracting the greatest value from our COVID Funding so it makes a powerful change in our student's lives. Whilst the pandemic may have led to temporary disruption of learning – this funding will improve the outcomes of our students far beyond their compulsory education. We have chosen to allocate our funding for both acute short term impact and longer sustained change, ensuring it benefits all students but especially those from disadvantaged backgrounds. Additionally to our COVID funding we have incorporated other income streams to multiply the potency of our plans across four strands; eliminating digital poverty, boosting literacy and numeracy, Phase 3 success and enhancing classroom learning for all.

Eliminating digital poverty – Access to digital platforms has become a necessity for our students. Socio-economic status will not exclude a Coundon student from learning and all will access platforms with a suitable device.

Boosting literacy and numeracy - Improving our students' literacy and numeracy skills will provide the greatest vehicle for change. They are universal skills that unlock learning and gives our students the means to pursue knowledge for the rest of their lives.

Phase 3 success – Our Year 11, 12 and 13 students will sit exams soon to give them qualification grades that determine their future pathways and opportunities. We will give them every chance we can to be successful by getting our students to access additional teaching, tutoring and mentoring to boost their attainment.

Enhancing learning for all - To raise the attainment of all students, we aim to improve the teaching and learning of all students. Our teaching is the most effective tool for identifying our students needs to correct misconceptions, fill gaps in knowledge and inspire all of our students to learn.



Income Streams

MAIN COVID INCOME		ADDITIONAL		LITERACY AND NUMERACY	
COVID Catch Up Fund	£118,000	Pupil Premium Cost Centre from Main Allocation	£11,000	Y7 Literacy and Numeracy Catch Up	£21,223
		16 to 19 Tuition Fund	£2,707	MyOn Library Funding – Collaborative Cluster Funding	£7,000
				Literacy Improvement – Collaborative Cluster Funding	£2,000
Total: £161,930					



Planned Expenditure

(Actual Spend)

DIGITAL SUPPORT		LITERACY AND NUMERACY		PHASE 3 ATTAINMENT		TEACHING AND LEARNING	
80 Laptops for short and long term loans	£20,800 (20,800)	NGRT Reading Tests and Equipment	£6,300 (3,455)	Year 11 and 13 Easter School	£19,200 (6,570)	Formative Assessment Tools	£5000 (664)
Class-set of Laptops and Charging Unit	£20,000 (19,760)	NGRT Reading Tests (2 nd Round) and CAT4 Tests	(7,306.80)				
DfE Laptops + 4G Routers	(no cost)	MyOn Online Library	£7,000 (7,000)	Year 12 Intervention	£5'000 (960)	Teaching Self-Evaluation Equipment and Software	£10000 (no cost)
		Class Sets of Reading Books for KS4 Students	£3,200 (1,736)				
		Staffing costs to support Toe by Toe and Group Reading Interventions	£60,850 (60,850)				
		Y7 Numeracy Package	£4,000 (180)				
		Toe by Toe Books	£750 (1,980)				
		Access Maths Tests	(1,444.60)			£29'394 taken forward into AY2122	
Total: £162,100 (132,706)							



Planned expenditure for current academic year

Eliminating Digital Poverty					
Outcome	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?
Gain a comprehensive understanding of how our vulnerable students are accessing our on-line platforms	Audit of all vulnerable learners (Pupil Premium and SEND students) for internet access and device	<p>All students need access to online learning platforms as they are integral to our curriculum. For students self-isolating this is also the only meaningful mechanism of feedback too. We must support all CC students to access online learning using an appropriate device (not a mobile phone)</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/digital-technology/</p> <p>https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/</p>	<p>Audited to be conducted by Progress Managers, Learning Mentors and SEND team as they are likely to have the best relationships with these students and families, resulting in accurate audit.</p> <p>Assess the device the student is using as well as whether this is shared by one or many members of the household.</p>	Charlotte Holland, Tracey Wheatley and Kay Harrison	<p>Audit reviewed at the beginning of term 1b.</p> <p>Completed</p>
Ensure all vulnerable learners can access our online learning platforms	<p>All those identified through the audit using a phone or who have no device will be loaned a laptop on a long term basis.</p> <p>Phase Leaders include students who are not labelled 'Pupil Premium' but are experiencing financial hardship.</p>		<p>Add additional layers post-audit to ensure the student has the ability to use a laptop effectively. If they do not – a personal alternative will be offered.</p> <p>Review meetings will be scheduled half termly drawing information from a number of sources.</p>	<p>Christopher Connor and Yunus Khalifa</p> <p>Charlotte Holland, Tracey Wheatley and Kay Harrison</p>	<p>Half Termly</p> <p>Completed</p>



<p>All students self-isolating or shielding still have access to quality teaching and learning.</p>	<p>Guarantee all students can access 'Teams'. Offer short term laptop loan if necessary.</p> <p>Train all staff and students to use 'Teams' for effective teaching and learning.</p> <p>Track engagement with remote learning by sampling assignment completion.</p>		<p>Use a 'Teams' log-In report to view whether the student accessed the site on their first day of self-isolation. If the student hasn't logged on – the form tutor will make contact.</p> <p>All students to have a 'Teams' lesson termly to ensure they can use the platform effectively – should they have to self-isolate.</p> <p>IT Network Manager to assign Subject Leaders to classes so they can monitor the quality of the work set.</p> <p>A sample of self-isolating students will have their engagement checked and centrally recorded</p>	<p>Christopher Connor</p> <p>Oliver Ford</p> <p>Dan Thompson</p>	<p>Half-termly</p> <p>Completed</p> <p>Termly</p> <p>Completed</p> <p>Weekly</p> <p>Completed</p>
<p>Total budgeted cost: £40,800</p>					



Boosting literacy and numeracy

Outcome	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>Know our students' reading ages and understand their specific weaknesses.</p>	<p>Information regarding reading ages for all students from years 7-11 in order to identify students who need support and what that level of support looks like.</p> <p>SIMS informs all teaching staff of reading ages for all students to inform Quality First Teaching.</p>	<p>The reading gap was evident before the lockdown with 76/600 students still unable to meet the expected standard for a Year 6 student across Years 7 and 8. These students are now in Years 8 and 9; the number of students falling into the sub 100 category for reading in Years 8 and 9 will no doubt have grown.</p> <p>With a significant amount of time lost, students across all year groups will have experienced a variable amount and standard of reading across the lockdown period. In KS4, students have to have a specific reading age in order to access their reading material at GCSE.</p> <p>https://www.theconfidentteacher.com/2020/09/covid-19-and-the-literacy-matthew-effect/</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/</p> <p>Literacy levels are the greatest barrier to learning: https://www.tes.com/news/coping-covid-reading-key-closing-learning-gap</p>	<p>All reading tests have been arranged centrally in order to adhere to Covid restrictions and students are given an unlimited time to complete the test as stated by GL assessment.</p> <p>Presentation shared with all students about the importance of the reading test and why students are completing the test.</p> <p>All data downloaded and entered into SIMS in order to share this information on a whole school level.</p>	<p>Natasha Hunt</p>	<p>Data for Year 7 will be reviewed w/c 23/11/20 in order to identify waves of support necessary.</p> <p>Completed</p> <p>Year 10 data will be reviewed week commencing 30/11/20 in order to prepare for reading programme to be launched in Term 2.1.</p> <p>Completed</p>



<p>Design a KS4 reading programme across study skills that addresses reading gaps and is targeted at specific reading ages.</p>	<p>KS4 students have a secure reading programme in place that is targeted by group based on their specific area of development.</p> <p>A study skills' programme that will support whole school literacy and curriculum access in every subject.</p>	<p>The rigor the GCSE examinations have not changed since the new specifications in 2015 however this has only been addressed through intervention groups and Quality First Teaching in previous years.</p> <p>https://literacytrust.org.uk/training-and-workshops/understanding-literacy-requirements-new-gcses/</p> <p>GL assessment of reading ages across KS4 will allow for targeted interventions to become a part of the provision that all students will have access to in order to address any additional reading gaps that may have formed as a consequence of the lockdown time away from school.</p> <p>https://www.gl-assessment.co.uk/news-hub/press-releases/new-study-highlights-the-importance-of-reading-to-the-whole-school-curriculum/</p> <p>https://www.theconfidentteacher.com/2020/05/closing-the-reading-gap-researched-home/</p>	<p>All data downloaded for Year 10 and entered into SIMS.</p> <p>Groups to be redefined based on specific areas for development across the cohort.</p> <p>Programme to be designed and shared at leadership level before sharing with teaching staff.</p> <p>Programme to be shared with Learning Team Leaders and teaching staff along with vision and purpose for the programme.</p> <p>Quality Assurance process of the programme to begin in Term 2a.</p>	<p>Natasha Hunt</p>	<p>Programme to be designed in Term 1b.</p> <p>Programme to be shared with Christopher Connor and Quality before the end of Term 1b as well as with the staff delivering the programme.</p> <p>Update: Programme has been designed and is in place for when students return</p> <p>Programme to be quality assured in Term 2a.</p> <p>Update: Term 3a</p>
---	--	---	---	---------------------	---



<p>Literacy and Numeracy Intervention for KS3 Students: Numeracy Programme, Toe by Toe, Fresh Start and Guided Reading</p>	<p>All students across KS3 meet the expected standard for Literacy and Numeracy by the end of KS3. Students are allocated to the appropriate wave of intervention in order to support their attainment in Literacy and Numeracy.</p>	<p>Literacy and Numeracy are at the core of every subject across a school; if students do not have the literacy or numeracy skills they need, they are unable to access the resources, materials and lessons that they will experience at school on a day to day basis.</p> <p>https://readingagency.org.uk/about/impact/002-reading-facts-1/</p> <p>When students begin Secondary School, they are expected to meet a standardized score of 100. Students were unable to receive the appropriate level of support needed throughout the Academic Year 1920 therefore it is necessary to ensure that this level and an additional layer of support is available for the identified students and any other additional students that are likely to have now fallen into this category.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/739722/literacy_and_numeracy_catch_up_strategies_amended_july-2018_amended_10.09.18.pdf</p> <p>https://www.gov.uk/guidance/year-7-literacy-and-numeracy-catch-up-premium-guide-for-schools</p>	<p>Students who had failed to meet expected standard prior to the lockdown allocated to specific interventions from September.</p> <p>Re-testing of students in October and interventions reviewed.</p> <p>Reading tests for all of Year 7 to identify students in current Year 7 who need specific levels of support in November.</p> <p>New interventions timetabled to start in December.</p> <p>All interventions at all stages to be tracked, monitored and evaluated by English, Maths and SEN leads.</p>	<p>Natasha Hunt, Kerry Thompson -Moore, Sukhraj Dhani, Narinder Kaur and Rachael Lane</p>	<p>Update: First QA taken place in school of z band provision in Term 1b. Section QA taken place remotely of remote interventions.</p> <p>Evaluation of progress every six weeks in order to identify whether or not students are in the correct wave of intervention.</p> <p>Update: Evaluation of student progress in Term 1b of those who started interventions in Term 1a-completed.</p> <p>Update: Current progress in interventions to be reviewed in Term 3a.</p>
--	--	---	---	---	---



<p>Alternative Curriculum Timetabling in order to support Literacy and Numeracy areas for Development</p>	<p>All students have the literacy and numeracy knowledge to access all subject areas.</p> <p>Students who are not able to access all subject areas due to their literacy or numeracy gap have a timetable to support their catch up.</p>	<p>Since returning to school in September, students have had to struggle to manage a number of changes. Additionally, the literacy and numeracy gaps of students has also increased with a higher number of students needing this level of support.</p> <p>https://www.theconfidentteacher.com/2018/04/why-closing-the-word-gap-matters/</p> <p>For some students, their inability to access subject areas or content in the classroom stems from their literacy and numeracy gap which is why it is vital that these gaps are addressed for students to be able to access their full curriculum. These students need the time, space and support necessary in order to address their literacy and numeracy gaps.</p> <p>https://literacytrust.org.uk/research-services/research-reports/children-and-young-peoples-reading-in-2020-before-and-during-the-covid-19-lockdown/</p> <p>https://www.tes.com/news/coronavirus-maths-will-see-widest-covid-attainment-gap</p>	<p>All Phase Directors and Phase leads contributed to the initial list of students who are not accessing the curriculum. This list was cross-referenced with the SEN register, Pupil Premium information and LAC lists.</p> <p>Data was used from prior to lockdown in order to identify areas for development initially as well as EHCP provision for those students with an EHC need.</p> <p>Quality assurance of these sessions has been completed in Term 1b for intervention sessions.</p> <p>All staff have received training, support and resources needed in order to deliver these sessions.</p>	<p>Natasha Hunt</p>	<p>Review of timetabling and effectiveness on a weekly basis</p> <p>Evaluation of impact on a half termly basis</p> <p>Update: Formal evaluation of impact to be completed in Term 3a however informal evaluation based on ATL, behaviour points and engagement completed in Term 1b when timetable was reviewed.</p> <p>Update: Numeracy testing being delivered remotely over lockdown period in order to allocate intervention groups as planned as per Term 2 plan.</p>
---	--	---	---	---------------------	--



					Total budgeted cost:	£82'100
Phase 3 Attainment						
Outcome	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>Phase 3 students have access to additional quality teaching and tutoring (from our staff)</p>	<p>At least 80% of Phase 3 students attend additional teaching and tutoring sessions.</p>	<p>Coundon Court staff know our own students well, they understand the strengths and weaknesses of their cohorts – a strong platform for additional revision sessions.</p> <p>Previous years have shown that the afterschool model was/is less effective with our students on the whole and does not target those who need it most- both challenge and boundary leapers.</p> <p>Our students know and trust staff at CC and in a time of uncertainty familiar staffing will benefit particularly the most vulnerable learners and therefore increase 'buy in'. It also allows the students access to a wider range of teachers and pedagogical techniques than perhaps they've previously been exposed to.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/</p> <p>National Tutoring Program:</p> <p>Coundon Court will not be using the NTP as we do not believe it will deliver the best outcomes for our students. We know that our tutoring and additional teaching has a greater impact on our students during holidays, as opposed to added onto the end of our students days.</p> <p>https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme/</p> <p>There is a limited impact for 'summer schools' due to a lack of academic focus, but much more effective when intensive, well-resourced, and</p>	<p>Easter/WhitSun/Saturday school decisions to be made well in advance with a strong and multilayered communications plan.</p>	<p>Rosanna Basnett Barker</p>	<p>Plan and Timeline established by the end of term 1b.</p> <p>Plan will have to adapt depending on government restrictions.</p> <p>Update:</p> <p>Easter school to be delivered remotely to years 11 and 13</p> <p>Replacing Easter School:</p> <p>Year 12 will receive on-site external support through 'Elevate' focusing on the identified need on Time Management</p>
--	---	--	--	-------------------------------	---



Vulnerable students are supported to make the same progress as their peers	All vulnerable students engage in sustained mentoring. They ultimately achieve the same progress as their peers.	involve small group tuition by trained and experienced teachers) https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/summer-schools/ Note – CC cannot access external learning mentoring support through NTP scheme (due to % of FSM students)	Monitor the academic progress of student categories such as SEN and PP carefully. In addition to this, we must identify other students outside of these labels who have been heavily impacted by the school closure. This information will come from academic data reviews, mentoring and tutor relationships.		
Total budgeted cost:					£24'200
Quality of teaching for all					
Outcome	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 Formative Assessment (Major Component of Responsive Teaching)	Formative Assessment is regularly used and informs teaching (at the point of delivery). This is recorded through Learning Team review.	Formative assessment is a fundamental component to our responsive teaching agenda and our direct 'interactive' instruction model. https://www.researchgate.net/publication/44836144_Inside_the_Black_Box_Raising_Standards_Through_Classroom_Assessment	An impact assessment of the changes that 'teaching from inside the yellow box' shared with all staff. Our teachers must have the tools to implement formative assessment properly. CPD sessions will improve pedagogy whilst CC must ensure physical tools such as mini-whiteboards are present in our classrooms	Oliver Ford	Half Termly Completed Whiteboards and pens purchased for years 10-13, and for bubble rooms in 7-9



<p>Teaching improves as a consequence of more frequent and meaningful self-reflection and sharing of great practice</p>	<p>Whole school culture of sharing good practice. Staff share strategies that are specific to key groups of students.</p>	<p>The greatest vehicle for addressing learning losses in lockdown is to for every teacher to improve their practice and ultimately the learning of our students – present and future.</p> <p>https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/improving-teacher-assessment/improving-teacher-assessment/</p>	<p>Conduct a full evaluation of current self-evaluation tool 'IRIS'.</p> <p>Create an in-depth design and implementation plan to launch (or re-launch) self-evaluation hardware and software.</p>	<p>Oliver Ford</p>	<p>Half Termly</p> <p>Update: Term 2b - diagnostic need assessment and learning team implementation plan to drive team adoption.</p> <p>Impact and developmental priorities to be aligned through PG review.</p>
<p>Total budgeted cost:</p>					<p>£15'000</p>

ADDITIONAL INFORMATION

