

# COVID-19 catch-up premium report

## COVID-19 catch-up premium spending: summary

### SUMMARY INFORMATION

Total number of pupils:	480	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£38,400		

### STRATEGY STATEMENT

Saracens High School is committed to supporting all pupils, academically, pastorally, and in the wider community sense, who have been negatively impacted as a result of lost schooling during the Coronavirus pandemic. Funding will focus on three key areas identified by the EEF in their tiered approach to school planning:

- Teaching (including high quality teaching for all, effective diagnostic assessment, supporting remote learning, and focusing on professional development)
- Targeted academic support (Individual and small-group work, Learning Support Assistants, Academic tutoring)
- Wider strategies (supporting social, emotional and behavioural needs, supporting families and parents)

### BARRIERS TO FUTURE ATTAINMENT

A	Literacy (reading age decreased on average by 5 months during lockdown when it should have increased by 7 months) and other gaps in knowledge
B	The planned curriculum would expect a certain level of progress which has not been achieved by all. Consequently, each subject needs to review their curriculum as well as the pupils attainment
C	Mental health – readiness to learn
D	Extended periods of remote learning
E	Staff absence due to isolation or illness

Planned expenditure					
Desired outcome	Action	Rational and monitoring	Staff lead	Cost	Review
A – Small group literacy work (Ruth Miskin, inference, and comprehension)	Increased provision for targeted small group work Academic Tutors	This intervention has been effective in previous years by improving reading ages and literacy skills. Academic tutors through Teach First will be funded centrally, with just on costs paid by the school	SGR	£9.5k	Termly
A – Increase support staff capacity	Recruit an additional LSA	An additional person provides greater capacity for small group, 1-1, and in class support	MST	£27k	Annual
A – Increase understanding of pupils literacy in year 7	No more marking (POP) English assessments	Provides benchmarked writing assessments for all Year 7 at the beginning and end of their first year	CCH	£800	Annual
A – Increase pupils' reading abilities and passion for reading	Adopt the family reading strategy in Learning Groups	EEF reading strategy – target specific children within the group to support	SLU	£3k	Termly
A – expand library resources	Purchase more books that that specifically targeted for boys	Boys in all year groups have a greater literacy deficit and are more generally reluctant readers. This is particularly evident with Year 7, where English benchmarking showed boys writing to be 1 year behind the girls.	CCH	£1k	Termly
B – Improve the curriculum to fill any gaps in knowledge and/or skills	Subject areas to assess pupils and review their planned curriculum, developing greater sequencing of skills or topics as necessary	Pupils will need to recap on gaps in their knowledge and build on this as it links with other topics. Interleaving within silent do nows and accumulative assessments will enable staff to class the gaps Formative and summative assessments will provide evidence	SLT/Subject Leads	-	Ongoing Assessments vary between subjects (data collected roughly once a term)

Planned expenditure					
Desired outcome	Action	Rational and monitoring	Staff lead	Cost	Review
B – Improve the planning of the curriculum in core subjects to fill gaps	Use the PiXL Gaps and Growth materials to support identifying gaps	Quality resources to support subject leaders in identifying gaps and re-planning the curriculum	WMA	Cost accounted for in PP grant	Termly
B – Improve memory and learning of curriculum	Use of memory techniques and knowledge organisers	Each subject will have knowledge organisers for each year. The work in them will be linked to teaching in lessons, and supported through the 100 Key Facts work in KS3	YBO	£100	Termly
B – Increase access to home learning club	Create home learning clubs for each year group supported by LSAs	This provides access to staffed home learning clubs for pupils requiring additional support (pupil bubble restrictions mean that more than one area is necessary)	MAX	£3k	Termly
C – Support pupils with mental health issues	Engage with Barnet Mental Health support team	To help pupils to cope with the challenges of the pandemic	SGR	-	Termly
C- Support pupils with mental health issues	Increase the counselling capacity	To help pupils to cope with the challenges of the pandemic	SGR	Funded externally	Annual
D – Support all pupils to have digital access to Google Classroom at home	Secure enough Chromebooks and wifi data to loan all pupils devices	During the first lockdown 18% of families did not have access to a suitable device and other families shared devices between them <i>*This action has been supported by two financial donations and the governments chromebook scheme, and Vodafone’s access scheme, as well as Freedom Technology’s Chromebook Lease scheme</i>	MST/MCL	Funded externally *	Termly

Planned expenditure					
Desired outcome	Action	Rational and monitoring	Staff lead	Cost	Review
D – Support staff in delivering online lessons	Develop a clear approach for delivering online lessons and provide training and support as necessary	While pupils have to study at home we need to continue to provide a high quality learning experience, equal to that experienced by children on site	MST	-	Ongoing
E – Ensure that high quality teaching is uninterrupted	Work with staff internally to maintain high quality lessons (LSAs) and develop a positive working relationship with an ethical supply provider	During staff absence we need to maintain consistency in the delivery of lessons. This is being achieved through our cover supervisor, and LSAs taking on teaching responsibilities. We are also employing supply teachers via Zen Educate	MST	£10k	Ongoing