COVID-19 Catch-up premium report
2020/2021

SUMMARY INFORMATION					
Total number of pupils:	1425	**Total catch-up premium budget:**	£114,040	**Amount of catch-up premium received per pupil:**	£80

STRATEGY STATEMENT

At Northampton School for Girls, COVID-19 Catch-up funding has been allocated to highly targeted evidence informed activities to support pupils to catch up with any lost learning that may have occurred as a consequence of the pandemic, ensuring students remain 'on track' or are supported to get back 'on track', with our curriculum expectations at each stage of learning.

The experience, expertise and agility of staff at Northampton School for Girls, has allowed our students to keep learning as effectively as possible whilst learning remotely from home. However, is has been clear that there are a greater number of barriers for students to learn effectively whilst learning remotely. The most recent evidence supports this, indicating that this is particularly true for the most vulnerable learners and children from socially and economically disadvantaged backgrounds.

Throughout the COVID pandemic, we have been committed to our core aims: raising the attainment and aspirations of all pupils, closing gaps created by COVID-19 school closures and supporting our students to 'do better'. Alongside this, there is growing evidence of the increased mental health issues that young people have experienced during this time, again particularly, though not exclusively, affecting the most vulnerable learners.

We recognise that coming months will bring new challenges for our school community. In particular, we must ensure that students sitting examinations in Summer 2021 are not negatively impacted by COVID-19.

Our catch-up premium strategy has the following priorities:

- Safeguarding and increased vigilance
- Ensuring that all staff have the equipment they need to deliver high quality remote learning.
- Ensure that all students have access to the technology they need to learn effectively
- To focus on those students with the biggest gaps in academic progress across all year groups

- To close the gap between disadvantaged and non-disadvantaged
- To focus on the core skills of literacy and numeracy
- To support student's emotional wellbeing

Core approaches:

- **Procurement of technology** for all staff to enable them to delivery highly effective remote learning
- **Additional teaching support** in English, Maths and Science
- Use of the **National Tutoring Program**
- **Review curriculum** - production of diagnostic low stakes assessments
- Whole school **academic literacy** focus
- **Capacity and expertise to support** students' emotional wellbeing
- Ensure students have **access to effective remote learning provision**

We have used the EEF support guide to use the funding in the best way possible: https://educationendowmentfoundation.org.uk/covid-19-resources/covid-19-support-guide-for-schools/#nav-covid-19-support-guide-for-schools1

A summary of their best practice is as follows:

Overall Strategy Area	Specific Strategies
Teaching and whole-school strategies	• Supporting **remote learning**, providing a high-quality blended curriculum and ensuring all students have access • **'Teaching to the Top'** • A focus on **challenge** at all levels • Whole school focus on '**academic literacy'** • **Effective diagnostic assessment** and **frequent low stakes assessment** to identify learning needs • Review and adapt process for providing **'feedback' through remote learning** • **Cognitive and metacognitive strategies** widely used • **Professional development** is evidence informed • **Quality assurance** programme actively supports curriculum development and guides professional learning needs • Regular and timely subject and departmental meetings

	• **Google Classroom** for Remote Learning
Targeted approaches	• Literacy and numeracy **interventions** • **GL assessments** for Year 7 • **1-2-1 tutoring** • Use of cover supervisors and support staff to support lessons
Wider strategies	• Proactively supporting mental health needs • Supporting behavioural and emotional needs • Regular communication with parents and carers through tutors, Heads of Year, Heads of Academic Standards, SLT and Headteacher briefings • Attendance tracking and monitoring systems, including '**Early Response'** • <u>At least daily</u> contact home for our most vulnerable students • Supporting access for all vulnerable students and key worker students to attend on site provision during lockdown, including taxi services or mini-bus collections

The following in-school strategies have been implemented in line with guidance and our findings:

Teaching and Whole School Strategies

Strategy Area	Specific Strategy	Success Criteria	Rationale	Implementation	Who	Cost
Teaching and Whole School Strategies	Laptop provision for all staff to ensure the delivery of high-quality remote learning and further refine Quality First Teaching in the classroom	Close gaps in knowledge / skills resulting from loss of face-to-face teaching Establish gaps in learning through effective low stakes assessment Identify lost delivery and restructure schemes of learning	It is essential that students have the opportunity to experience a blend of 'blended' learning opportunities, to include 'live' remote lessons in order to maintain good progress.	Identification of most suitable devices. September/October roll out. Immediate training and support. Use 'NSG Central' Hub to provide short, medium and long-term support for staff.	CTN	**£56,000** (50% of total cost of procurement)

Teaching and Whole School Strategies	Professional Learning: Ed Tech Expert Practitioner to deliver Professional Learning for all staff involved in the delivery of remote learning, including the production of bespoke guides tailored for staff at all levels.	Staff have the skills required to deliver high quality remote teaching, leading to sustained progress.		A series of training sessions delivered 90 minutes per week over 38 weeks 'NSG Central' Hub to provide short, medium and long-term support for staff, including bespoke support if required.	PHS	**£2200**
Teaching and Whole School Strategies	Review curriculum created, evaluated and delivered	Close gaps in knowledge / skills resulting from loss of face-to-face teaching Establish gaps in learning through effective low stakes assessment Identify lost delivery and restructure schemes of learning	Effective assessment of students' learning is essential in establishing where the gaps are so that effective intervention can be put in place Subject specific testing enables the teacher to identify specific areas of the knowledge that have not been understood Expert review of curriculum (Specialist Leader of Education) supports identified areas of need	**September Training Days** – roll out strategy to all staff Identify external expert to support the review of remote learning and existing curriculum Monitor implementation through lesson observation Monitor impact through data entry points and analysis	CCE/SZR	**£1000** **£1000 (MFL)**

Strategy Area	Specific Strategy	Success Criteria	Rationale	Implementation	Who	Cost
Teaching and Whole School Strategies	Improve provision of independent learning resources. Examples: Google Classroom, UniFrog, Hegarty Maths, EduCake	Enable students to work effectively from home to address individual learning gaps	Loss of curriculum time makes catch up difficult for some year groups The ability to have a more individual approach is needed as school closure had a varying impact on learning	Gaps in students' knowledge identified Purchase subject specific resources that will enable students to engage with their learning independently	CCE	**£500 (20% Unifrog)** **£400 (20% Hegarty Maths)** **£400 (50% Educake)**
Teaching and Whole School Strategies	Cognitive and metacognitive strategies widely used	Support students in identifying and using effective strategies to improve memory and retrieval of knowledge and skills	EEF research shows that this is a highly effective strategy to support student progress	Memory and retrieval support session provided by external partner for all Year 10 students. Elevate session for Year 13	CCE	**£1,650**
Teaching and Whole School Strategies	Whole School Professional Development is evidence informed – World Education Summit	Effective teaching for students in and out of school	Staff and students need to be aware of and be confident using the best strategies	Core training programme of webinars chosen to support the review and blended learning curriculum Additional optional choices available to fit with staff need	CCE	**£1,500**

Targeted Approaches

Strategy Area	Specific Strategy	Success Criteria	Rationale	Implementation	Who	Cost
Targeted approaches	National Tutoring Programme	Close gaps between disadvantaged and non-disadvantaged students in English and Maths	Progress gap to target Gaps between others and disadvantaged widened	Identify highly experienced tutors Identify students and blocks of hours per student as required	CCE	**£5,560** **£5,470 (Science)**

	1-2-1 tutoring in Science | Maths | English					
Targeted approaches	Small group intervention in English and Maths	Raise attainment of those students identified Close gaps between those students identified and the rest of the cohort Avoid duplication with students already identified for the NTP	Significant gaps in progress measured by baseline assessments and GL data Improvements in English and Maths should help to underpin progress in other subject areas	Timetable relevant hours to identified English and Maths Staff per week Base line data compared to Assessment Points and review this at assessment points to determine impact	CCE/ABY	**£16,600**
Targeted approaches	Small group work intervention for GCSE options	Raise attainment of those students identified Close gaps between those students identified and the rest of the cohort	Significant gaps in progress measured by AP1 data For Year 10 students there is reduced time to fill gaps through the timetable	Targeted support for identified students in their GCSE course	CCE/ABY	N/A Other funding areas have been utilised.
Targeted approached	Ensuring that students had all the resources they needed to continue their learning effectively.	Raise attainment of those students identified	To improve the quality of work produced.	Textile students were given access to a sewing machine to use at home if required. Year 10 assessments posted out for completion, with pre-paid envelopes		**£1000**

Strategy Area	Specific Strategy	Success Criteria	Rationale	Implementation	Who	Cost
Targeted approaches	Additional teaching time for Examination (Year 10) and vulnerable learners/SEND students in transition groups.	Outcomes	To support students to ensure they are able to complete content and revise effectively during lockdown work Closing gaps	Additional class time for students in relevant subjects wherever possible and timetable allows Effective use made of longer 5th period for these year groups	CCE	N/A Other funding areas have been utilised.
Targeted approaches	Renaissance Learning	Literacy focus with whole Year 7, Year 8 and Year 9. Literacy focus with some additional students identified in KS3	Initial data suggests gaps in reading actual ages and chronological ages, which need to be addressed to ensure success in later learning	Use programme for all students for weekly homework tasks EAL support for our most vulnerable learners Share aims with all staff through whole school CPD and parents at parents evening and through letters	PPR	**£6,600 (Renaissance)** **£6,200 (EAL)**
Targeted approaches	'My Tutor Online'	To ensure that students receive targeted support in identified areas of need. To support revision activities	Support students to ensure they are able to complete content and revise lockdown work Closing gaps	Identify students with the greatest gaps in progress and engage them in the programme. Heads of Year and Tutors to support with levels of engagement and monitoring. Use 'My Tutor Online' to increase capacity in core subject areas.	CCE	**£4,440**

Strategy Area	Specific Strategy	Success Criteria	Rationale	Implementation	Who	Cost
Wider strategies	Emotional and wellbeing support	To ensure that all students receive the emotional and wellbeing support required to return to school and effectively learn	An increase in the number of students/parents are reporting mental health concerns and therefore provide support for those most critical	Ensure sufficient capacity is in place within the student care team – reinforce areas of high need (Year 7) Staff CPD to address MH first aid	CCE	**£10,000**

Strategy Area	Specific Strategy	Success Criteria	Rationale	Implementation	Who	Cost
Wider strategies	Provision of laptop and/or wireless connection devices for some students	To ensure that all students can effectively engage with the remote learning as required	A small number of students/ parents informed the school that they were unable to access remote learning via a device over the Spring/ Summer	Identify need through student survey Purchase equipment where necessary Allocate resources to have maximum impact	PPR	N/A Other funding areas have been utilised.

Evaluation of Expenditure

We have evaluated the short-term impact of our expenditure in the following ways, and will continue to monitor the medium and longer term impact:

- Outcomes
- Analysis and review of low stakes testing
- Analysis of attainment and progress data at each assessment point
- Review of curriculum plans to determine impact of COVID and catch-up
- Monitoring of key groups (E.g. disadvantaged vs non-disadvantaged)
- Parental survey and feedback
- Student survey and feedback
- Staff survey and feedback
- Impact report from external tutoring company

- External examination results
- Student engagement/attendance to school and remote provision

To date, the evaluation of the strategies implemented provide significant evidence of a positive impact on learning. The process that have been implemented have provided robust and reliable measures for tracking and monitoring student progress, clearly identifying gaps in learning, allowing agile and highly targeted responses to learning needs.