

CATCH UP PREMIUM 2020-2021

The government announced the catch-up premium to support students who have lost time after school closures due to the Covid- 19 pandemic.

We have used guidance published by the Educational Endowment Foundation (EEF) to support the rationale for our strategies and ensure students are receiving appropriate support.

The Educational Endowment Foundation suggest specific strategies to ensure students are able to catch up on time lost. They include:

- Teaching and whole school strategies – supporting great teaching, pupil assessment and feedback, transition support.
- Targeted approaches – One to one small group tuition, intervention programmes, extended school time.
- Wider strategies – Supporting parent and carers, access to technology, summer support.

The Hamble school is forecast to receive approximately an additional £36530 for the academic year 2020-2021.

Support	Objective
Tutor time and targeted small group intervention, reading and writing support delivered by a literacy specialist Higher Level Teaching Assistant (HLTA)	To improve the literacy levels of pupils through working on vocabulary development, comprehension, reading skills and phonological training.
Tutor time and targeted small group intervention, maths support timetables during lessons delivered by a qualified maths teacher in a specialist intervention role.	To improve the basic numeracy skills To use detailed assessment of learning needs to focus on driving forward the specific areas of weakness.
Literacy Intervention delivered by the LSA team to targeted small groups or individual students.	To improve the literacy levels of pupils through working on vocabulary development, comprehension, reading skills and phonological training.
Numeracy Intervention delivered by the LSA team to targeted small groups or individual students.	To improve the basic numeracy skills to use detailed assessment of learning needs to focus on driving forward the specific areas of weakness.
Additional subscriptions and software packages for example: Online parents evenings, class charts	To improve and support student numeracy and literacy skills aiding learning and progress



Overstaffing in key identified areas – technology, humanities	To improve and close the gaps in student's knowledge. To ensure class sizes are smaller/support in the class is in place for greater teacher support for the students.
Marking and feedback- staff member allocated to review and amend	To improve marking and feedback strategies To ensure marking and feedback is timely and effective for students to increase progress within subjects
Phones – contact pastoral	Phones were purchased with credit to ensure that the pastoral team could support vulnerable families during the lockdown period.
CPD for staff	Additional CPD was required for staff to cover key areas such as; the use of new technology and strategic planning including the recover curriculum
Staffing	Due to staff shortages during the in-school periods additional cover was required.
IT support	Additional time and training was required to ensure IT support was in place including the Laptops reconfiguration and Strategy

Impact

- Students are well equipped and supported with computer usage.
- High quality parental support to families of the most vulnerable during the lockdown period.
- Improved marking and feedback strategies to use across school.
- High quality teaching and learning – online strategies supported students when learning from home – focus on Rosenshein principles.
- High quality curriculum in place – linked to the recovery curriculum.
- Outcomes of interventions for identified student's in maths - 83% of students made rapid progress when compared to their starting point.
- Outcomes of interventions for identified student's in maths:
 - 83% of students made rapid progress when compared to their starting point.
 - 49% of students made 1 level of progress.
 - 41% of students made 2 levels of progress.
 - 3% of students made 3 levels of progress.
- Outcomes of interventions for identified students in English.
Reading comprehension – on average students make 1.6 years progress.
Accelerated reader - 54% of students are now at age related expectations.