

## COVID-19 Catch-up Funding - Spending Plan

School: Westlands School

Summary Information					
No. students on roll:		1745		Amount of funding per student:	
				£80	
Catch-Up Funding Budget:	£125, 160	Trust top-up funding:	£27,458	Total catch-up funding:	£152,613

### Strategy Statement

#### Westlands School Catch-up priorities: How is it intended that the grant will be spent?

The Westlands School catch-up strategy is designed around ensuring partial and full school closures have a limited impact on our students' learning and well-being. Our staff are fully committed to making sure every young person, no matter what socio-economic or family background they have, gets the education opportunities and outcomes they deserve. We have therefore put together a catch-up package for 2020-2021 that uses well researched, evidence-based strategies that aim to identify any barriers or gaps quickly and provide the necessary interventions.

#### • Teaching and whole school strategies:

- Standardised assessment in Years 7 and 8 to identify literacy and numeracy gaps.
- Redesigning our assessment, reporting, and recording cycle, for all year groups to ensure early identification of gaps or misconceptions that will impact outcomes.
- Whole school implementation of retrieval starters and frequent low stakes testing to address identified gaps in knowledge.
- AR reading programme for all Key Stage 3 pupils, with increased monitoring of progress and targeted interventions for those who fall below their chronological reading age.
- Additional support for early career teachers through the CTP programme and the use of the National College resources.

#### • Targeted support:

- Extended school time for identified pupils in Key Stage 4 and holiday/weekend OSL sessions for exam groups.
- Creation of online catch-up programme for pupils with sporadic attendance.
- Small group intervention sessions in literacy and numeracy for identified pupils.
- Providing high quality textbooks for pupils with specific learning needs who struggle to work online.
- Mentoring sessions for pupils with behavioural, emotional, or social needs that have been exacerbated by periods of school closure.

● **Wider strategies:**

- Carefully monitoring pupils' attendance and engagement when learning in school or online and using this information to stop gaps from occurring in the first place.
- Purchasing Chromebooks to ensure all pupils have access to our Google Classroom online resources at home and can take part in our live lessons.
- Face-to face summer school session for targeted students in all year groups.
- Launch of new digital platforms to improve communication between parents and school leaders.

**Overall aims of the use of catch up funding:**

- To raise the attainment of all pupils and to close any gaps that have been created by COVID-19 school closures.
- To reduce the attainment gap between disadvantaged and vulnerable pupils and their peers, which may have widened due to school closures.

**How the impact of this expenditure on the educational attainment of those pupils at the school will be assessed:**

- Reading ages to be closely monitored through the AR programme and NGRT tests.
- Diagnostic assessments taken at the start and end of all intervention sessions to measure impact.
- Analysis of remote learning registers, tracking pupils' attendance and engagement when learning from home.
- Attendance tracking data.
- EHC provision tracked by SENCO.
- Robust QA monitoring for online lessons and SAT Teaching and Learning team to visit and report back on quality of teaching when schools reopen.
- Outcomes in Years 11 and 13 to be compared to previous cohorts.
- Analysis of Behaviour Reporter and PSP data.
- Termly reports to SLT from Covid Catch Up Co-ordinators on progress data and attendance.

**Action Plan**

**Teaching and Whole School Strategies**

<b>Focus / Year Group</b>	<b>Issue</b>	<b>Action</b>	<b>Intended Impact</b>	<b>Cost</b>
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<p><b>Key Stage 3</b></p>	<p>Pupils in these year groups have missed a significant amount of Year 6 and their KS3 curriculum which has had an impact on pupils' reading ages.</p> <p>Year 7's literacy and numeracy skills are lower than in previous cohorts.</p>	<p>Swift identification of pupils with low reading ages or reading ages that have dropped over the past 12 months is needed. NGRT tests to be purchased along with GL KS3AP to help with this identification.</p> <p>Literacy intervention tutor to design a 6 week programme to work with identified pupils in KS3 to help close the gaps.</p> <p>Online numeracy package to help support pupils with weaknesses.</p> <p>Key Stage 3 revision materials and reading books to be purchased to support pupils learning at home.</p> <p>Scientific calculators purchased for all disadvantaged students.</p>	<p>Targeted intervention will mean an increase in the average reading age of Year 7, 8 and 9 pupils between the first test and the end of year assessment.</p> <p>The number of pupils with high CATs but low literacy and numeracy skills will decrease over the course of the academic year.</p>	<p>£8,000</p> <p><i>Cost already accounted for in English and Maths budget.</i></p> <p>£11,000</p> <p>£3,555</p>
<p><b>Key Stage 4</b></p>	<p>Schemes of work need to be adapted to ensure frequent low stakes testing replaces end of year formal assessments and mock exams.</p>	<p>Online KS4 packages (Tassomai and GCSEPod) to be purchased for identified KS4 pupils. Allowing them to practise retrieving key pieces of information online and getting instant feedback.</p>	<p>An increase in the current teacher assessments and predicated grades in Years 10 and 11.</p>	<p>£15,000</p>
<p><b>Whole School</b></p>	<p>The continued disruption caused by COVID (both before and after the national lockdown) mean that our assessment, reporting and recording cycle needs to be redesigned.</p> <p>Pupils will struggle to retain knowledge and skills taught to them before and during the national lockdowns, so are likely to struggle to complete traditional assessments.</p>	<p>A new ARR calendar is created which ensures parents and staff are regularly updated on pupils' progress.</p> <p>CPD from The National College for all staff on the importance of GAP analysis and cognitive load theory.</p> <p>Retrieval starters rolled out across the school in every year group (both online and in class).</p> <p>Visualisers in every classroom to increase the amount of modelling pupils are exposed to.</p>	<p>An ARR calendar that is designed around the new need to 'chunk' learning.</p> <p>An improvement in pupils' ability to retain information and recall key facts.</p>	<p><i>Cost already accounted for in CPD budget.</i></p> <p>£4,500</p>
<p><b>Quality First Teaching</b></p>	<p>We have 5 members of staff who trained last year, missing 4 or more months of their training.</p>	<p>All NQTs to be enrolled on the Creative Teacher Programme. An additional CPD package, which gives them more support with securing key teaching skills, to be designed around their individual needs.</p> <p>Increased monitoring by mentors and QA Managers.</p>	<p>Early career teachers will be able to continue their development, with the additional support they missed during lockdown.</p>	<p><i>Cost already accounted for in CPD budget.</i></p>

**Targeted Support**

Focus / Year Group	Issue	Action	Intended Impact	Cost
<b>Whole School</b>	<p>Disruption caused by intermittent periods of isolation and the whole school closure mean that we have students in every year group who have missed key parts of their curriculum.</p> <p>The number of disadvantaged pupils who fall into this category is significantly higher than their non-disadvantaged peers.</p> <p>These pupils need high quality interventions to ensure they are able to catch up with their peers.</p>	<p>Create two new temporary leadership posts: Covid Catch Up Coordinator. They will track pupil attendance and engagement and organise appropriate interventions.</p> <p>Creation of inhouse online catch-up resources (specifically tailored to Westlands SOW) to be created for those pupils who self-isolate.</p> <p>After school small group intervention sessions delivered by external tutors.</p>	<p>Missed learning will be addressed before gaps appear and longer term problems develop. Therefore, any drop in attainment should be limited.</p> <p>The gap between the attainment of our DA pupils and non-DA will reduce.</p>	<p>£9,566</p> <p>£4,700</p> <p>£19,500</p>
<b>Key Stage 4 and Key Stage 5</b>	<p>High prevalence of COVID in the local area has meant that our normal programme of OSL has been disrupted for Years 10, 11, 12 and 13. This means that pupils have received less face-to-face teaching than previous cohorts and are likely, without intervention, to achieve lower outcomes than our previous cohorts.</p>	<p>Year 13 to have the school day extended by one hour. Specialist teachers to provided face to face teaching.</p> <p>Year 10, 11 and 12 to be offered a series of additional OSL session during the week, after school and at weekends. These will be targeted session to match the students' individual needs.</p> <p>Revision material purchased for all exam year groups and distributed to targeted pupils.</p>	<p>Pupils will be given sufficient exam practice, with a specialist teacher, so that they are able to make up the time missed and achieve outcomes that are in line with previous cohorts.</p>	<p>£10,000</p> <p>£14,000</p>
<b>SEND Pupils</b>	<p>We have provided our students with access to intervention programmes to access from home (like MyLexia) and given them differentiated online learning provision. However, a number of our SEND students find it difficult to work from a computer screen for long periods of time and struggle to complete the online learning that is being set for them.</p>	<p>Providing high quality textbooks for pupils with specific learning needs who struggle to work online.</p> <p>Specialist SEND equipment (including C-Pen Readers) to be purchased and loaned to students.</p>	<p>Levels of engagement for SEND pupils will increase. This will then be reflected in their end of year progress scores.</p>	<p>£1,500</p> <p>£2,500</p>

<b>Pupils with behaviour, emotional or social needs.</b>	<p>The lack of structure and disruption caused by frequent periods of isolation and lockdown has impacted those students who already had existing behaviour problems.</p> <p>Attendance for this group of pupils is significantly lower than their peers and they can have lower levels of online engagement.</p> <p>There has been an increase in the number of pupils who have experienced anxiety related mental health issues.</p>	<p>Specialist intervention work provided by the RADAR provision to help pupils reintegrate back into mainstream school.</p> <p>Mobile phones purchased to ensure PSMs and community staff keep in close contact with students/families who are struggling.</p> <p>Whole staff CPD on identifying pupils with mental health conditions.</p> <p>Additional attendance rewards to encourage pupils to engage with online learning and return to school.</p> <p>Specialist outside intervention for mental health and anxiety concerns by NHS CHATS team.</p>	<p>Behaviour Reporter and PSP data show pupils are successful reintegrating into school.</p> <p>Attendance figures are in line with national averages.</p> <p>Increase in attendance for vulnerable groups and those with specific anxiety needs.</p>	<p>£800</p> <p>£2000</p> <p>£2000</p>
<b>Wider Strategies</b>				
<b>Focus / Year Group</b>	<b>Issue</b>	<b>Action</b>	<b>Intended Impact</b>	<b>Cost</b>
<b>Whole School Communication</b>	<p>Timely communication with parents will be vital to ensure key messages about pupils' learning are conveyed at the right time and with clarity. A successful communication strategy will ensure good relationships with parents.</p>	<p>Create a temporary TLR position: Covid Communication Coordinator to produce weekly bulletins and improve our digital communication systems.</p> <p>Purchase School Cloud, so that we are able to do Parents' Evenings throughout the lockdown.</p>	<p>Parents will be well informed about how to access information on the online learning platform, feedback and assessment.</p> <p>Parental questionnaires will be favourable.</p>	<p>£2,873</p> <p>£1298</p>
<b>Whole School Access to Online Learning</b>	<p>Disadvantaged pupils have been issued with Chromebooks, funded by the DfE. But, a significant number of our non-disadvantaged pupils have limited or no access to a suitable device. Many have to share devices with siblings and are therefore unlikely to access the school's online learning provision.</p>	<p>Purchase 150 additional Chromebooks to be issued to non-disadvantaged pupils when the school is closed. When the school re-opens, the devices will be issued to students who are isolating or need additional online intervention.</p> <p>Purchase sets of high-quality textbooks to supplement pupils' learning.</p>	<p>Having an equality of access to our online learning resources will reduce the gap between our students.</p>	<p>£32,000</p> <p>£3,500</p>

<b>Pupils from CEV households</b>	There are a small number of pupils who have been isolating for a significantly longer period than their peers. These pupils could become persistent absentees in the future.	Fund a series of 'summer school' events to ensure they develop good relationships with staff in their community and are regularly leaving their house, in preparation for the start of the new school year.	A reduction in the number of persistent absentees in 2021-2022.	£4500
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