

# Soham Village College

## COVID-19 catch-up premium report



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

SUMMARY INFORMATION			
Total number of pupils:	1382	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£110560		

### STRATEGY STATEMENT

The school's catch-up priorities are:

- To ensure that gaps in knowledge and skills are carefully identified and addressed as part of a high quality, well-planned curriculum
- To ensure that students who made less than expected academic progress during the school closure are supported to catch-up with their peers
- To support the well-being of all students
- To ensure that year 11 students are fully prepared for the next stage of their education
- To ensure that the attendance of all students and all groups of students is as high as possible

## BARRIERS TO FUTURE ATTAINMENT

### Academic barriers:

A	Gaps in knowledge and skills for all students resulting from the school closure
B	Gaps in knowledge and skills of students who were unable to make expected progress during the school closure
C	Gaps in careers and further education advice and guidance
D	Anxiety and safeguarding issues relating to the pandemic

## ADDITIONAL BARRIERS

### External barriers:

D	Capability of all students to access remote learning from home
E	Barriers to all students and all groups of students being able to achieve high levels of attendance
F	Barriers to achieving high levels of parental engagement

## Planned expenditure for current academic year

Teaching and whole-school strategies					
<i>Action</i>	<i>Intended outcome and success criteria</i>	<i>What's the evidence and rationale for this choice?</i>	<i>How will you make sure it's implemented well?</i>	<i>Staff lead</i>	<i>When will you review this?</i>
Curriculum planning to identify and address gaps in the knowledge and skills of all students following the school closure; regular timetabled meetings between subject leaders and senior staff to provide support and challenge for curriculum planning; bespoke catch-up provision for specific curriculum areas with carefully identified students	All subject areas to have clearly defined action plans which indicate the curriculum adjustments to be made during 2020-2021	Education Endowment Foundation – Covid-19 Support Guide for Schools <ul style="list-style-type: none"> <li>Supporting great teaching</li> </ul>	All subjects to complete a self evaluation form in September 2020 All subjects to complete an action plan in September 2020 Meeting between subject heads, line managers and headteacher to check the quality of curriculum planning Fortnightly line management meetings, lesson observations, review of student work to monitor	All subject heads	Mid-year review, March 2021 End of year review, July 2021
Provision of high-quality continuing professional development for all teachers including development of the effective use of technology	All lessons to meet the school's expectations and an increasing proportion to reflect best practice	Education Endowment Foundation – Covid-19 Support Guide for Schools <ul style="list-style-type: none"> <li>Supporting great teaching</li> </ul>	Lesson observations; work scrutiny; assessment data	Associate Assistant Head with responsibility for Continuing Professional Development	Key performance indicators (quality of teaching) – January 2021 and June 2021

Enhanced support for early careers teachers through the school's own programme and additional input from Teach First and the Opportunity Area	All lessons taught by early careers teachers to meet the school's expectations and an increasing proportion to reflect best practice	Education Endowment Foundation – Covid-19 Support Guide for Schools <ul style="list-style-type: none"> <li>Supporting great teaching</li> </ul>	Lesson observations; work scrutiny; assessment data	Teacher Development Lead	Fortnightly meetings with mentors and half-termly meetings with the school's Teacher Development Lead
Recruitment of additional teaching capacity in English and maths; provision of additional contact time in English for year 7 students	More capacity in English and maths to support the learning of targeted students and groups of students	Education Endowment Foundation – Covid-19 Support Guide for Schools <ul style="list-style-type: none"> <li>Supporting great teaching</li> </ul>	Assessment data; lesson observations; work scrutiny	Directors of English and maths	Mid-year review, March 2021 End of year review, July 2021
Students' learning needs to be assessed by subject-specific assessments and baseline testing in year 7 through CATs tests, numeracy tests and literacy tests; continued emphasis on the importance of providing high quality feedback to students	Detailed knowledge acquired of students' strengths and weaknesses and high-quality feedback provided to all students which enables them to make good progress	Education Endowment Foundation – Covid-19 Support Guide for Schools <ul style="list-style-type: none"> <li>Pupil assessment and feedback</li> </ul>	Assessment data; lesson observations; work scrutiny	Assistant Head with responsibility for assessment	Mid-year review, March 2021 End of year review, July 2021
Total budgeted cost:					£65000

Targeted support					
<i>Action</i>	<i>Intended outcome and success criteria</i>	<i>What's the evidence and rationale for this choice?</i>	<i>How will you make sure it's implemented well?</i>	<i>Staff lead</i>	<i>When will you review this?</i>
Tuition and intervention for small groups of identified students in English including use of the National Tutoring Programme	To provide targeted support for students who are not making expected progress in English	Education Endowment Foundation – Covid-19 Support Guide for Schools <ul style="list-style-type: none"> <li>• One to one and small group tuition</li> <li>• Intervention programmes</li> </ul>	Careful identification of students Careful matching of groups of students to staff and tutors Careful planning of curriculum content Actively support attendance	Director of English	Mid-year review, March 2021 End of year review, July 2021
Tuition and intervention for small groups of identified students in maths including use of the National Tutoring Programme	To provide targeted support for students who are not making expected progress in maths	Education Endowment Foundation – Covid-19 Support Guide for Schools <ul style="list-style-type: none"> <li>• One to one and small group tuition</li> <li>• Intervention programmes</li> </ul>	Careful identification of students Careful matching of groups of students to staff and tutors Careful planning of curriculum content Actively support attendance	Director of maths	Mid-year review, March 2021 End of year review, July 2021
Tuition and intervention for small groups of identified students in other subject areas	To provide targeted support for students who are not making expected progress	Education Endowment Foundation – Covid-19 Support Guide for Schools <ul style="list-style-type: none"> <li>• One to one and small group tuition</li> <li>• Intervention programmes</li> </ul>	Careful identification of students Careful matching of groups of students to staff Careful planning of curriculum content Actively support attendance	Heads of subjects	Mid-year review, March 2021 End of year review, July 2021

<p>Intervention for SEND students run by Teaching Assistants; teachers supported to effectively plan for SEND students by the sharing of recommended individualised strategies</p>	<p>To support the progress of SEND students</p>	<p>Education Endowment Foundation – Covid-19 Support Guide for Schools</p> <ul style="list-style-type: none"> <li>• One to one and small group tuition</li> <li>• Intervention programmes</li> </ul>	<p>Careful identification of students Careful matching of groups of students to TAs Careful planning of curriculum content Actively support attendance</p>	<p>Director of Learning Support</p>	<p>Mid-year review, March 2021 End of year review, July 2021</p>
<p>Supporting students' social, emotional and behavioural needs through the provision of additional in-house and externally provided counselling; enhanced behaviour support through the creation of an additional progress group tutor and behavior support officer to support students who struggle to behave appropriately in school</p>	<p>To support students with their well-being and mental health, to support students as they reintegrate into school life, to support students who experienced difficulties during the school closure</p>	<p>Education Endowment Foundation – Covid-19 Support Guide for Schools</p> <ul style="list-style-type: none"> <li>• Intervention programmes</li> </ul>	<p>Routine review of the progress of students at each stage of support; monitoring of provision to support well-being and mental health by heads of year and form tutors</p>	<p>School mental health lead</p>	<p>Mid-year review, March 2021 End of year review, July 2021</p>
<p>Total budgeted cost:</p>					<p>£36000</p>

<b>Wider strategies</b>					
<i>Action</i>	<i>Intended outcome and success criteria</i>	<i>What's the evidence and rationale for this choice?</i>	<i>How will you make sure it's implemented well?</i>	<i>Staff lead</i>	<i>When will you review this?</i>
Enhanced attendance support for students and groups of students who are at risk of poor attendance due to the pandemic through the appointment of an inclusion coordinator	To support targeted students and groups of students to improve attendance	Education Endowment Foundation – Covid-19 Support Guide for Schools <ul style="list-style-type: none"> <li>Supporting parents and carers</li> </ul>	Weekly monitoring of attendance and persistent absence by the Assistant Head with responsibility for attendance and senior staff Weekly review of student absences by Assistant Head with responsibility for attendance and the Attendance Manager	Assistant Head with responsibility for attendance	Weekly at senior team meetings
Provide suitable hardware for students and families to facilitate digital learning	All students have access to appropriate digital equipment for remote learning	Education Endowment Foundation – Covid-19 Support Guide for Schools <ul style="list-style-type: none"> <li>Access to technology</li> </ul>	Use of student and parental surveys; phone calls to identified families; monitoring of work completion	Assistant Head with responsibility for the application of ICT	By half-term in the Autumn and Spring terms

<p>Work with families to develop parental engagement during a period when few parents and carers will be able to visit the school; routine sharing of information by SENCOs with the families of all SEN students; introduction of online parents' evenings with support for parents and carers without access to the required technology; provision of virtual information evenings for all year groups</p>	<p>To improve the participation of parents and carers in their children's education</p>	<p>Education Endowment Foundation – Covid-19 Support Guide for Schools</p> <ul style="list-style-type: none"> <li>• Supporting parents and carers</li> </ul>	<p>Parental surveys. Engagement with online school information; participation in parents' evenings</p>	<p>Assistant Head with responsibility for parental engagement</p>	<p>After each scheduled parents' evening</p>
<p>Total budgeted cost:</p>					<p>£28000</p>