

Catch up premium strategy 2020 -2021

1. Summary information			
School	The Grove School	Total number of students	783
Academic Year	2020-21	Number of eligible pupils	783

2. Current attainment	Data used to identify eligible pupils
<p>Colleagues have been asked to identify:</p> <ul style="list-style-type: none"> • Students who did not (completely) engage with online learning during lockdown • Students who have not retained information taught during lockdown <p>The catch-up funding will be used at three distinct points throughout the year:</p> <ul style="list-style-type: none"> • Wave 1 – Data that was collected in March 2020 (Pillar 2), alongside the colleague information relating to lockdown, to identify students who would benefit from Maths and English support during autumn term 2020 for students in Year 11. • Wave 2 – Pillar point 1 (December 2020) data will be used to identify student under-performance across a range of subjects within years 9 – 11 • Wave 3 – Pillar Point 2 (March 2021) data will be used to identify student under-performance across a range of subjects within years 9 – 11 <p>After each wave students will be targeted according to need and receive one on one tuition (online) or Saturday school provision, amongst other things. DOS will be allocated a set amount after each Pillar Point to use with these strategies.</p> <p>In addition to the intervention strategies students who cannot access online learning due to a not owning a computer will have one loaned to them for the length of time they are at the school.</p> <p>Year 7 and 8 will receive support in English, Maths and Science initially through revised schemes of learning, additional online learning opportunities and bespoke intervention packages.</p>	

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3. Barriers to future attainment	
Academic barriers (issues to be addressed in school, such as poor literacy skills)	
A	Some students do not have access to online learning outside of school
B	Practical subjects require tools and materials that are only found in school (Technology for example)
C	Some students did not access or did not benefit from the online learning provision given during lockdown
Additional barriers (including issues which also require action outside school, such as low attendance rates)	
D	Throughout the year we anticipate some students will have to self isolate

4.	Intended outcomes	Success criteria
A	<ul style="list-style-type: none"> All students who do not have access to a computer outside of school will be loaned one. Where an internet connection is not available at home students will have the opportunity to use the school library or computer suites throughout the day 	<ul style="list-style-type: none"> All students have access to online learning at home or through school provided additional opportunities
B	<ul style="list-style-type: none"> Additional equipment is purchased in key subjects that will allow the delivery and completion of practical elements to occur more efficiently. Additional opportunities outside of the usual school hours will be utilised to ensure all students can complete the course(s). 	<ul style="list-style-type: none"> All students will have the opportunity and time to complete the practical element of every course they do that requires it. Students controlled assessments and subject knowledge has improved due to intervention opportunities put in place.
C	<ul style="list-style-type: none"> Gaps in students' knowledge are identified Bespoke plans are put in place to bring about sustained and rapid improvement 	<ul style="list-style-type: none"> Pillar Point data shows students are improving across a range of subjects Evaluative data shows that those engaging with one to one tuition or Saturday school are closing gaps at a fast rate

	<ul style="list-style-type: none"> One on one tuition and Saturday school opportunities are embedded within the school life 	
D	<ul style="list-style-type: none"> All students have access to and engage with online learning (where necessary) 	<ul style="list-style-type: none"> A student's attendance is not a limiting factor to receiving an education.

5. Planned expenditure					
Academic year		2020-21			
The three headings enable you to demonstrate how you are using the funds to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Intended outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
All students who do not have access to a computer outside of school will be loaned one.	Students to be provided with a Chrome book where necessary	Without a computer at home students would be disadvantaged when accessing online learning.	Students will be surveyed highlighting who needs what. Subsequent engagement levels will be monitored by DOS.	C Watson	This will be reviewed continually throughout the year to check engagement levels. New starters will so be surveyed to identify any needs they have.
Where an internet connection is not available at home students will have the opportunity to	The library will be available to different year groups on different days: mornings (from 8:00,	Students without internet access at home will not be able to complete online learning	HOY and librarian will liaise with one another to assign a day to each year group.	J Pledger	Students identified as needing to attend (through whether the initial survey or DOS involvement)

use the school library or computer suites throughout the day	break and lunch times and evenings (until 4:00)	without alternative provision put in place.	DOS will identify students who are not completing online learning and insist they attend the library on their day.		will have their attendance monitored.
Additional equipment is purchased in key subjects that will allow the delivery and completion of practical elements to occur more efficiently.	Each practical subject will conduct an equipment audit to see if there are any materials that would make it easier to complete their course(s)	Currently some departments have one piece of equipment to serve 30 students. If an extra one was purchased, then this would double the speed of completion.	DOS will oversee the use of this across all year groups.	G Thorley	CA and course completion will be monitored continually throughout each school year.
Additional opportunities outside of the usual school hours will be utilised to ensure all students can complete the course(s).	Practical subjects will offer additional intervention to students to ensure course completion.	During lockdown, the online learning that was offered covered the theory aspect of the practical subjects. All practical work was put on hold. As such all students, across all year groups are behind with their practical content	DOS will oversee the use of this across all year groups.	G Thorley	CA and course completion will be monitored continually throughout each school year.
Total budget cost					£12000
ii. Targeted support					

Intended outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Gaps in students' knowledge are identified. Bespoke plans are put in place to bring about sustained and rapid improvement	Colleagues identify gaps in knowledge for all students and implement strategies to close them.	Knowledge that was not embedded or learnt during the lockdown months will need to be addressed.	DOS will oversee the implementation of a variety of strategies and feedback the success thereof with their Line Manager	G Thorley	Review 1 will take place after Pillar Point 1. Review 2 will take place after Pillar Point 2. Review 3 will take place after Pillar Point 3.
One on one tuition and Saturday school opportunities are embedded within the school life	Offer one on one tuition and Saturday school across a range of subjects and year groups.	Bespoke targeted tuition has been identified by the EEF as adding significant value onto as student's knowledge	DOS will identify the students they would like to receive this intervention and identify areas of development to focus on.	G Thorley	Review 1 will take place after Pillar Point 1. Review 2 will take place after Pillar Point 2. Review 3 will take place after Pillar Point 3.
Students to have access to literacy support where required.	Learning support to deliver reading intervention 'fresh start'. This will require two members of staff being trained at £160 per person.	Bespoke targeted tuition has been identified by the EEF as adding significant value onto as student's knowledge	SENCO will identify the students they would like to receive this intervention and identify areas of development to focus on.	G Notting	Reviews will be ongoing throughout the year.

Students to have access to numeracy support where required.	Learning support to deliver numeracy intervention. This will require one member of staff being trained at £450 per person.	Bespoke targeted tuition has been identified by the EEF as adding significant value onto as student's knowledge	SENCO will identify the students they would like to receive this intervention and identify areas of development top focus on.	G Notting	Reviews will be ongoing throughout the year.
Total budget cost					£35700

6. Review of expenditure				
At the end of the year				
i. Quality of teaching for all				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
ii. Targeted support				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost

iii. Other approaches

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost