

# HIGHDOWN SCHOOL & SIXTH FORM CENTRE:

## COVID-19 CATCH UP PREMIUM PLAN



Total allocation of funding based on £80pp = £90,000

### 1. TEACHING

Barriers to overcome:

- Access to consistently high quality teaching (HQT) for all students.
- Accurate and robust diagnostic assessment.
- Highly effective remote/blended learning.
- Access to learning resources that will help address gaps in knowledge and understanding.

### 2. TARGETED ACADEMIC SUPPORT

Barriers to overcome:

- Gaps in learning as a result of school closure between March and July

### 3. WIDER STRATEGIES

Barriers to overcome:

- Low attendance or persistent non-attendance
- SEMH needs
- Increasing parental support and engagement
- Providing high quality CIAG
- Ensuring all students follow appropriate curriculum pathways

## FOCUS AREA OF SPEND

Problem (why)?	Intervention Description (what?)	Implementation Activities (how?)	Implementation Outcomes (how well?)
What needs to change e.g. teacher behaviour, student behaviour, attainment?	What are the essential 'active ingredients' of the intervention? What activities and behaviours will you see when it is working?	How will it be done? What blend of activities are required?	How will you know that it is working? Do staff feel the approach is feasible and useful?
<p><b>Teaching:</b> Access to HQT</p> <p>Accurate Diagnostic Assessment</p> <p>High Quality Remote Learning</p> <p>Access to Learning Resources</p>	<p>Supporting all staff in developing their practice through high quality JPL and training.</p> <p>Standardised testing which identifies starting points and gaps in learning and supports evidence based progress measures</p> <p>Clear strategy in place to support remote/blended learning; expectations shared and understood by staff/students/parents</p> <p>HQT supported by access to appropriate resources</p>	<ul style="list-style-type: none"> <li>• JPL opportunities, particularly for early career teachers e.g. SKE provision</li> <li>• Leadership development e.g. NPQ/Princes Trust/GLF Learning CPD programmes</li>   <li>• Assessment package (CATS, NRT, Midyis, SATs)</li> <li>• Accelerated Reader in Y7/8 and books</li> <li>• Lucid testing to support access arrangements</li>   <li>• Class Charts</li> <li>• JPL regarding Microsoft teams</li> <li>• Purchase additional chrome books to ensure all students have access to online learning and iPads for our SEND Students</li>   <li>• Purchase texts.</li> <li>• Revision guides/GCSE Pod/Kerboodle/Vidlearn</li> </ul>	<ul style="list-style-type: none"> <li>• Improved progress and outcomes</li> <li>• Staff feedback positive on CPD opportunities. HQT seen through QA process (LW, observations, student voice, curriculum monitoring)</li>   <li>• Support targeted to areas of greatest need</li>   <li>• Improving literacy levels</li> <li>• Students receive additional support in line with JCQ regs.</li>   <li>• Consistent provision in place</li>   <li>• Resources support learning</li> </ul>

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Problem (why)?	Intervention Description (what?)	Implementation Activities (how?)	Implementation Outcomes (how well?)
<p>What needs to change e.g. teacher behaviour, student behaviour, attainment?</p>	<p>What are the essential 'active ingredients' of the intervention? What activities and behaviours will you see when it is working?</p>	<p>How will it be done? What blend of activities are required?</p>	<p>How will you know that it is working? Do staff feel the approach is feasible and useful?</p>
<p><b>Targeted Academic Support:</b> Address gaps in learning</p> <p><b>Wider Strategies:</b> Effectively supporting students with SEMH needs</p> <p>Increase parental engagement</p>	<p>Targeted students across Y7-11 receive additional support to help address gaps in their knowledge and understanding, particularly related to literacy and numeracy needs.</p> <p>Improve students, mental health and well-being through bespoke approach to needs</p> <p>Parents/carers aware of how to most effectively support their child</p>	<ul style="list-style-type: none"> <li>• One-to-one/small group tuition within and beyond school day</li> <li>• Recruitment of Academic Mentors (En, Ma, Sc) (National Tutoring Programme)</li> <li>• Focused deployment of LSA/HLTAs.</li> <li>• Extended day provision</li> <li>• Saturday/Holiday Catch-Up</li> <li>• Daily access to Extended Learning (HW) club</li> <li>• Literacy (MJG)</li> <li>• Numeracy (WDi)</li> </ul> <ul style="list-style-type: none"> <li>• Concerns identified through PASS survey.</li> <li>• Well being app through class charts</li> <li>• Mentoring provision from trained external specialist</li> <li>• ELSA training</li> <li>• Additional hours from Counsellor</li> <li>• IT devices, etc</li> </ul> <ul style="list-style-type: none"> <li>• Online software which support virtual meetings</li> <li>• Parent conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Improved outcomes in progress tests</li> </ul> <ul style="list-style-type: none"> <li>• Impact shown through pre and post intervention on PASS results.</li> <li>• Positive student voice feedback</li> </ul> <ul style="list-style-type: none"> <li>• Positive engagement and feedback from parents</li> </ul>

## FOCUS AREA OF SPEND

<p>Access to high quality, impartial CIAG</p> <p>Ensure all students follow appropriate curriculum pathway based on needs assessment</p>	<p>Students clear on Post-16 pathway opportunities</p> <p>Positive engagement in Y7-11 curriculum journey</p>	<ul style="list-style-type: none"><li>• Additional Careers Services to complement in-school provision</li><li>• Access to alternative provision where appropriate</li><li>• Balloon/Path Hill/TLG/CC</li></ul>	<ul style="list-style-type: none"><li>• Destination data and student/parent feedback</li><li>• Positive engagement, attendance and outcomes</li></ul>
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Total planned expenditure = £90,000