



# COVID-19 catch-up premium report

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

SUMMARY INFORMATION			
Total number of pupils:	1342	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£113,760		

## STRATEGY STATEMENT

- Children have experienced different levels of disruption to their normal learning routine
- Every child's experience of Covid-19 will be different and the impact both to social norms and daily structure, will not be felt until their return.
- We need to use our school values to guide our judgements and applying our expertise to help children move forwards. This means foregrounding:

Relationships

Community

- Structure / routine

Curriculum and pedagogy

Metacognition / self-regulation

Key considerations:

1. We need to give all stakeholders (teachers, students and parents) positive messages about the curriculum.
2. We need to revisit the core principles that underlie our curriculum.
3. We need to work out what students have actually missed - not focus on assumed 'gaps' rather than on what students actually need. In what ways might some students now be further 'behind' than others? How do we know? What support do they need?
4. How should we balance the consolidation of prior content with the introduction of new content? How can we make the resumption of learning exciting and challenging, even where old ground is being re-covered?
5. How might we address the 'engagement gap'?

Core approaches:

- Support for those who need it: focused on Year 7 and Year 11 in the first instance
- Focusing spending on what will bring benefit to the many, not the few
- Improving whole-school infrastructure where possible

Overall aims:

- To reduce the attainment gap between disadvantaged students and their peers
- To raise the attainment of all students to close the gap created by COVID-19 school closures

## Barriers to learning

We have used the following data sources to help identify barriers to attainment in the school:

- › Internal assessment and reporting software
- › The EEF [families of schools database](#)
- › Staff, pupil and parent consultation
- › Attendance records
- › Recent school Ofsted report
- › Guidance from experts

### BARRIERS TO FUTURE ATTAINMENT

#### Academic barriers:

A	Achievement in maths, particularly for disadvantaged students
B	Extended academic writing, particularly for disadvantaged students and boys
C	Progress made by students with high prior attainment

### ADDITIONAL BARRIERS

#### External barriers:

D	Students without access to ICT at home, preventing them from engaging with remote learning
E	Disadvantaged students are likely to have fallen further behind their peers
F	Attendance to school is likely to vary between students when we return – this will in most cases be unpredictable

## Planned expenditure for current academic year

Quality of teaching for all					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Improving the quality of remote learning	<p>a) Ensure consistency in the approach to remote learning for students who are not in school</p> <p>b) Remote learning should allow students to have continued access to a broad and balanced curriculum which helps embed powerful knowledge and skills.</p> <p>c) Remote learning should contribute positively to students' mental well-being with engagement maintaining connections with the school community as well as helping to develop skills needed in adulthood</p>	<p>We have combined our professional knowledge with robust evidence about approaches that are known to be effective.</p> <p>We will follow DfE <a href="#">guidance</a> as well as the Education Endowment Fund's published <a href="#">guidance</a> for remote learning, which advises:</p> <ol style="list-style-type: none"> <li>1. Teaching quality is more important than how lessons are delivered</li> <li>2. Ensuring access to technology is key, particularly for disadvantaged students</li> <li>3. Peer interactions can provide motivation and improve learning outcomes</li> <li>4. Supporting students to work independently can improve learning outcomes</li> </ol>	<p>Tallis will be proactive in ensuring:</p> <ul style="list-style-type: none"> <li>• Staff have access to Microsoft Teams for classes and that these are set up</li> <li>• Students within classes have access to the relevant Microsoft Team</li> <li>• Students will receive Teams refresher sessions in Computing lessons for KS3 and KS4 Computer Science students and in tutorial periods for the rest of the school</li> <li>• Staff are familiar with the main functions of Microsoft Teams</li> <li>• Staff have the ability to host a Teams Meeting (video and/or audio) with their classes either from their classrooms or from home</li> <li>• Parents and students are made aware in advance of the</li> </ul>	WA / JCB	<p>Thorough review of 2020 lockdown by September 20</p> <p>Quality standard for remote learning established and policy published by end of September 20</p> <p>Capacity kept under review each half-term and continually in the event of full school closure.</p>

Quality of teaching for all

Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
		5. Different approaches to remote learning suit different tasks and types of content	arrangements in place for the continuity of education		
Improving the quality of classroom teaching through a focus on Evidence Based Education	<p>a) Ensure staff all have a clear understanding of what Tallis Praxis means and the evidence behind our approach to T&amp;L</p> <p>b) New framework for T&amp;L to be written which updates the rationale for our approach to T&amp;L using the latest research</p> <p>c) Signature pedagogy in departments to be underpinned by strategies evidenced as being successful and linked to those in the Tallis pedagogy wheel. Evidence of this is seen in the new Framework.</p>	<p>Quality Teaching at Tallis focuses on four priorities identified by Evidence Based Education's review of teaching and learning as necessary to aid student progress.</p> <p>The evidence shows teachers need to:</p> <ol style="list-style-type: none"> <li>1. Understand the content they are teaching and how it is learnt</li> <li>2. Create a supportive environment for learning</li> <li>3. Manage both the physical and online classroom to maximise the opportunity to learn</li> <li>4. Present content, activities and interactions that activate their students' thinking*</li> </ol>	<p>Tallis will be proactive in ensuring:</p> <ul style="list-style-type: none"> <li>• Learning walks of online provision and live lessons to take place</li> <li>• CLs informed of the plan at SMLC.</li> <li>• Ofsted guidance: What's Working Well in Remote Education shared</li> <li>• Guidance re. evaluation of learning walk shared</li> <li>• Findings from the learning walks will be used to inform training needs and where further support is required.</li> </ul>	WA / JC	<p>T&amp;L Framework ready Jan 21</p> <p>Delivery of CPD to help staff understanding rationale of our approach to T&amp;L</p>

Quality of teaching for all

Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
		<p>*The structuring of learning and expert explanation of new ideas is key for students to make progress. This must continue through Teams lessons as well as in the school classroom.</p>			
Total budgeted cost:					£15,030

Targeted support					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Academic mentoring	To be deployed in subject areas as allocated to us by Teach First. Following the Teach First <a href="#">guidance</a> academic mentor used to support those students who have been disadvantaged by lockdowns.	<p>We will follow EEF and Teach First published <a href="#">guidance</a> on use of Academic Mentors. Therefore, we will use them as follows:</p> <ol style="list-style-type: none"> <li>1. Small group subject support 1:3</li> <li>2. 1:1 study support</li> <li>3. Revision lessons</li> <li>4. Additional support for those shielding or not in school</li> </ol> <p>Evidence from the EEF shows that small group interventions and academic mentoring with a subject specialist does aid student's development of understanding within that area.</p> <p>Academic mentoring has been trialed using EA's within the school prior to Covid with some success.</p>	<ul style="list-style-type: none"> <li>• Identification of the students in Year 7, 10 and 11 who are most in need of 'catch up' post lockdowns.</li> <li>• Clear communication with the department heads who have a mentor allocated, this is to ensure they are placed with the right classes.</li> <li>• Teach First Guidance shared with departments and teachers.</li> <li>• OD to attend Teach First training sessions with mentors to ensure quality training.</li> <li>• Time given to mentor with teaching staff to ensure they are familiar with the content and what needs catching up on.</li> <li>• Clear timetable with rooms to allow for mentoring to take place.</li> <li>• Teach First evaluation calls every 6 weeks</li> </ul>	OD	<p>March 2021</p> <p>May 2021</p> <p>July 2021</p>

Targeted support					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
National Tutoring Programme	<p>NTP to be used in accordance with the EEF <a href="#">guidance</a> for students who have been disadvantaged by lockdown.</p> <p>Tuition support for students from disadvantaged backgrounds.</p>	<p>We will follow the EEF <a href="#">guidance</a>, as well as the NTP published guidance on how to deploy tuition.</p> <ol style="list-style-type: none"> <li>1. Identify a partner from the approved tuition list.</li> <li>2. Decide what type of tuition January-July online due to Covid restrictions. In person from July.</li> <li>3. Students to be allocated one 15 hour block of tuition in school chosen subjects.</li> <li>4. Students from Year 7, 10 and 11 only to allocated.</li> </ol> <p>Once tuition partnership established:</p> <ol style="list-style-type: none"> <li>1. Identify disadvantaged students for tuition online from Year 11 to begin with.</li> <li>2. Establish type of tuition grouping and when it will happen</li> <li>3. Appoint person to oversee tuition happening and</li> </ol>	<ul style="list-style-type: none"> <li>• Research tuition companies to ensure best fit for our students</li> <li>• Establish relationship with company and ensure all the information/ data they require is met</li> <li>• Communicate clearly with stakeholders to ensure they know why we have chosen the company we have</li> <li>• Completion of online evaluation at the end of sessions.</li> <li>• Use data and staff feedback from lockdown to identify students underachieving in Core subjects. This is on average by 1 GCSE grade in Year 11. Look at which subject would be best to sign them up for.</li> </ul>	OD, Trevor Hakim and Tom Williams	<p>May 2021</p> <p>July 2021</p> <p>August 2021</p>



Targeted support					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
		<p>evaluate from school perspective</p> <p>4. Summer term identify Year 10 and Year 6 students for in person tuition during the summer holidays for English and Maths</p>	<ul style="list-style-type: none"> <li>• Allocate students in groups of 1:3 for online tuition based on ability.</li> <li>• Reduce Year 11 students from one option GCSE as needed to allow time for tuition programme within school day.</li> <li>• Employ Year 11 Study Hall Manager to oversee NTP and XFN (study hall).</li> <li>• Communicate to students, staff and parents about students who are participating and why</li> <li>• Coordinate with AHT overseeing transition to plan summer catch up for Year 6 and 10 in CORE.</li> </ul>		
Total budgeted cost:					£40,250

Other approaches					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Study Support Manager	Appointment of Study Hall Manager to oversee engagement of Year 10 & 11 students with independent and remote learning.	<p>This is part of the schools Learning and Achievement Policy and Independent Learning Policy. We refer to this as XFN, which stands for Expectation, Effort and Engagement.</p> <p>The role of the Study Hall Manager is to get KS4 students engaged with independent learning. The role includes the following:</p> <ol style="list-style-type: none"> <li>1. Support Director of KS4 in identifying and planning interventions for underachieving Year 10 and 11 students.</li> <li>2. To run Study Halls at lunch and compulsory after school XFN sessions, for students identified as needing it.</li> <li>3. To communicate with students, staff and parents about why they are in XFN and the expectations of this.</li> <li>4. To oversee the administration of after</li> </ol>	<ul style="list-style-type: none"> <li>• The right person employed with proven track record of dealing with students from disadvantaged backgrounds.</li> <li>• Students identified from data and closely monitored from improvements in terms of independent learning end effort grades.</li> <li>• The establishment of the Study Halls, with supportive learning environment and good relationships between study hall manager and students.</li> <li>• List involved in XFN clearly communicated to all.</li> <li>• Register of XFN and intervention sessions held centrally.</li> </ul>	OD and Trevor Hakim	<p>December 2020</p> <p>May 2021</p> <p>July 2021</p>

Other approaches					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
		school subject interventions.			
Total budgeted cost:					£58,480