

# West Derby School

## COVID-19 catch-up premium report

COVID-19 catch-up premium spending: summary

### SUMMARY INFORMATION

Total number of pupils:	887	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£70,960		

### STRATEGY STATEMENT

At West Derby School our aim is to provide a safe environment to learn, both physically and academically. Students have been adversely affected emotionally and academically.

We aim to

- > Raise attendance to pre-pandemic figures.
- > Reintroduce and reinforce routines.
- > Ensure that students have positive levels of well-being and are confident they can achieve despite the period of partial closure.
- > Reduce the attainment gap between our disadvantaged students and non-disadvantaged students.
- > Reduce the attainment gap between SEND and their peers.
- > To raise the attainment of all students to close the gap created by Covid-19 partial closures.

To achieve academically we are focusing on these key areas:

1. Curriculum adjustments
2. Teaching and Learning
3. Assessment
4. Interventions
  - (a) Curriculum Interventions
  - (b) Academic Mentoring interventions
  - (c) Pastoral interventions

## Barriers to learning

We have used the following data sources to help identify barriers to attainment in your 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	Gap between disadvantaged and their peers
B	Attendance
C	Lack of technology due to personal circumstances

### ADDITIONAL BARRIERS

External barriers:

D	Stamina to undertake extended writing
E	Technology support ahead of any further lockdown or self-isolation periods
F	

## Expenditure for March 2020 to August 2021

1. Quality of curriculum and teaching for all						
Action	Intended outcome and success criteria	Evidence/Rationale	How will you make sure it's implemented well?	Staff lead	When will you review this?	Cost
1.1 Students will study their full suite of subjects, providing a broad and balanced curriculum.	All students are engaged and enthused to attend school.	Attendance to school is linked to sense of achievement and engagement in curriculum.	HODs will review the progress through department trackers.	SW, SLT & HODs	Oct 20 April 21 July 21	N/A
1.2 All departments have reviewed schemes of learning in line with national curriculum expectations moving to a 3 year KS3 and 2 Year KS4. KS5 SOW have also been reviewed and will continue to be adapted.	All students experience the breadth and depth of the full national curriculum, GCSE and A-Level/Applied curriculum.	As part of the 2019 Ofsted inspection Trustees and SLT took the decision to move to a 3 year KS3 to allow for greater depth of knowledge for all students at KS3, building the substantive and disciplinary knowledge required to be successful in each discipline.	Curriculum choice and SOW checked externally via School Improvement Liverpool. All year groups will be assessed formally in Term 2.	SW, SLT & HODs	July 20 March 21 July 21	N/A
1.3 HOD reviews to include: Audit of lockdown learning to inform further adaptations to sequencing. Teaching & Learning adaptations, including pause lessons, AfL, questioning, retrieval practice, metacognition.	All students receive a curriculum tailored to their needs. All students fully equipped with <b>learning packs</b> .	EEF research Common Lesson Format refreshed with all staff, this is based on Rosenshine's principles of instruction.	Data collection in Term 2. Junior Leadership Team feedback.	SW & HODs  TS	July 20 March 21 July 21	£4996

1.4 Assessment and Feedback Formal assessments paused in term 1 (apart from y7 baseline) Exam group mocks Jan 2021 Range of formative assessments to be used by all staff. Marking of progress tasks to continue with formative feedback.	Gaps quickly identified and addressed. Student self-confidence boost. Data collection following summative assessments identify additional wider ranging gaps.	Formative feedback and low stakes assessment has been proven to highlight gaps in substantive knowledge, but also to close gaps more rapidly.	SW to lead HODs in their assessment approaches. SLT subject links to monitor types of assessment provided.	SW, SLT, HODs	Dec 20 Jan 21 March 21 July 21	N/A
1.5 Online Homework assignments to be set on Satchel:One(KS3+4) and MS Teams(KS5)	Further closure of gaps in knowledge through independent practice.	Homework is used to revisit and reinforce previous learning.	HODs	HODs and teaching staff	Dec 20 July 21	N/A
1.6 Practical subjects adapted to follow government and Ofqual guidance. These include Science, Art, DT, Catering and Engineering.	Students to partake in practical activities where safely possible. Progression through the KS3,4 and 5 requirements. Engage students in their learning to drive attendance upwards.	Engagement and enjoyment in learning promotes greater attendance and outcomes.	RC, EM, CC, LW, PL DF, SW		Oct 20 Jan 21 Mar 21	£7753
Total budgeted cost:						£12,749
2.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?	Cost

2.1 Disadvantaged/LAC/SEND students intervention support through government funded Academic Mentoring programme.	Students caught up on prerequisite knowledge lost during lockdowns. Personalised support for more vulnerable students allowing them to confidently continue to access the curriculum.	Support from government funding allows for this personalized approach.	SLT, HODs of Geography and Spanish to carefully identify those in most need through in class performance on their return to school.	SW	April 21	£3100
2.2 Disadvantaged Students Intervention programme in Spanish and Geography with Academic Mentors. Maths and Science Y10 Summer term 2021 led by senior members of the maths department.	To close gap between disadvantaged and non-disadvantaged students through targeted subject interventions based on most recent data drops and assessment question level analysis.	Personalised provision will allow student to have a greater understanding of the pin pointed gaps in knowledge and skills. This will allow for individual gaps to be plugged.	SLT, HOD's, pastoral teams	TS/CJ	Half Termly	See AM costing.
2.3 Y7, 11, 12+13 Extended school day	Maximise contact time with teachers leading to greater coverage of content.	Greater amount of face to face teaching leads to improved student outcomes.	Overall clear directive	SG	Dec 20	N/A
2.4 Y11 additional lesson programme	Increased coverage of GCSE curriculum	Greater amount of face to face teaching leads to improved student outcomes.	Lesson 6 programme compiled centrally. Shared with parents via school website, email and text message. Attendance to lesson 6 recorded.	SW & HODs	Jan 21 April 21 May 21	N/A
Total budgeted cost:						£3100

3.Remote Learning						
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?	Cost
3.1 Technology support for disadvantaged/LAC and SEND including laptops and dongles for internet access.	All students to be able to engage fully with curriculum whilst isolating.	All students must be supported to engage in the curriculum in any way possible.	Where necessary laptops to be loaned to students when needed. All parents/guardians have access to online tutorials, email help service provided by school IT admin department.	TS	Sept 20 Dec 20 Jan 20 Mar 20	£59,285
3.2 Remote Learning training for staff	All staff to be able to deliver high quality remote lessons via MS Teams.	Students must continue to learn whilst self-isolating.	Training needs identified and then provided by DF. Support provided in remote lessons where staff feel less confident. All SLT to be made administrators to troubleshoot wherever possible.	DF SW CL	Sept 20 Nov 20 Jan 21 Feb 21	N/A
3.3 Remote learning training for all students during ICT induction lessons	All students to be able to engage fully with curriculum whilst isolating.	All students must be supported to engage in the curriculum in any way possible.	Timetabled in to the initial ICT lessons for all year groups in Sept 2020	DF GR DC	Sept 20 Dec 20 Jan 21	N/A
3.4 Remote learning for students with SEND or other circumstances preventing them from working online.	All students to be able to engage fully with curriculum whilst isolating.	All students must be supported to engage in the curriculum in any way possible.	All isolating students in this group received a personalized timetable and set of textbooks to work with.	SW	Sept 20 Dec 20 Feb 21	£2503

3.5 Remote Parents Evenings via Weduc App(new communications application)	Engagement of parents, enhanced communication and co-production	All students must be supported to engage in the curriculum in any way possible.	Lead by a member of the leadership team to quality assure the whole process.	EB and PPLs	Mar 21 June 21	£6050
					Total budgeted cost:	£61,788
5. Attendance						
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?	Cost
4.1 Stay in school actions for clinically vulnerable students	Increased coverage of whole curriculum for all. Minimise school absence for clinically vulnerable wherever possible.	Greater amount of face to face teaching leads to improved student outcomes.		MH	Dec 20 Mar 21	
4.2 Utilise AWO and EWO service to support apprehensive students and parents	Return to school	Ensure all students return to school to access the curriculum	Targeted support, 1:1 meetings with students and parents, reassurance of safety procedures in place	DF	Sept 21	Included in EWO costings
					Total budgeted cost:	

## ADDITIONAL INFORMATION

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- 2019 Data and Summer 2021 Internal Data to be used to inform school action plan 2021-2022
- Sisra data software used to support data analysis
- Microsoft Teams and One Note used to deliver online lessons
- MS Teams staff report on live lesson delivery and training required
- Attendance reports to trustees on a termly basis
- Sept 2019 Ofsted report key targets have been met
- School Improvement Liverpool curriculum support team for subject leads to further develop their curricula.
- The 'Big 4' advisor – School Improvement Liverpool has been integral in developing the school reading action plan