

The Broxbourne School: Coronavirus Catch-up Premium

1. Summary information		
School	The Broxbourne School	Catch-up Premium 2020-2021
Catch up Premium 2020-2021	£85,840	
2. Obstacles to learning to be addressed by the premium		
A.	Lost learning in key subject areas	
B.	Lack of access to ICT facilities and other learning resources	
C.	Motivation and/or anxiety of some pupils	
3. Desired outcomes		Success criteria
A.	<p>In-house data of exam classes (Year 11) suggests attainment in line with previous cohorts and pupils making similar progress to previous cohorts</p> <p>Learning gaps assessed in Years 7 – 10 established and gaps closed</p> <p>Continuity of learning when teacher/pupils are forced to self-isolate</p>	<p>PFLs after December mocks in line with 2019 mock results. Results 2021 FFT50 +</p> <p>Progress by summer term 2021 as evidenced in report data shows programmes in line</p> <p>Improvement in % making expected progress and above of pupils with poor engagement (3+ subjects) during lockdown</p>
B.	All pupils have access to ICT facilities that allow them to work remotely when self-isolating or during any full or “bubble” lockdown. Other subject remote work e.g. Art enabled by school providing additional resources where necessary.	HOYs indicate any pupils not engaging not due to ICT equipment or other practical obstacles
C.	<p>Pupils who did not engage during first lockdown have motivation support in place e.g. SLT and or Sixth Form mentors</p> <p>Exam stress workshops in place</p>	<p>Improved effort grades in report data</p> <p>Engagement reports re any lockdown period show reduction in subjects where engagement is poor c/w previous lockdown</p>

	<p>Expansion of counselling availability</p> <p>Development and sharing of resilience resources on Google Classroom</p>	<p>Pupil interviews after workshops indicate lower levels of stress and development of management strategies.</p> <p>Reduced waiting list/time</p> <p>Resources in place on Year group Google Classroom pages.</p>
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4. Planned expenditure					
Academic year		2020-2021			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
A - Addressing Lost Learning					
Desired 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?
Staff with clear knowledge of pupil learning gaps to plan future lessons and assessments; pupils with a clear understanding of own gaps and provided with strategies to help them close gaps	Revised Year 11 Assessment programme with invigilated “early mocks” (En/Ma/Sci) and progress checks Mock examinations in Spring term £2,336.79 (Invigilation costs)	Students will gain greater awareness of learning gaps and receive detailed feedback + 8 months impact (EEF toolkit)	Mocks to be conducted with clear guidelines to ensure: -substantial areas of course covered -past papers or in style of past paper	PC	November (after October mocks) January (after December mocks)
To narrow learning gaps for pupils with lost learning in maths and English (KS4)	6 th form tutor programme October catch up programme for En/Ma £ 1,346	Peer tutoring - + 5 months impact (EEF toolkit)	Lead teachers to provide appropriate resources/guidelines Clear social distancing guidelines in place e.g. use of mini-whiteboards, 2m minimum, masks etc. Targeted through use of data gathered in summer term	PC/CS/SJP/WO/CT	PC to receive half-termly updates from Directors of Maths and English

<p>To narrow learning gaps for pupils with lost learning in core subjects (KS3)</p>	<p>Employment of “Year 14” pupils to provide one-to-one tuition</p> <p>Engagement with national tutoring programme</p> <p>Cost – see below</p>	<p>One-to-one tuition - + 5 months impact (EEF toolkit)</p>	<p>AN to use progress against thresholds + engagement data to clearly target for maximum impact</p>	<p>AN/PC/HOYS</p>	<p>AN to provide PC with half-termly updates</p>
<p>To narrow learning gaps for SEN pupils (KS3)</p>	<p>LSAs to engage in more one-to-one and socially-distanced small group work</p> <p>Should be cost neutral</p>	<p>One-to-one tuition - + 5 months impact (EEF toolkit)</p>	<p>AN to provide data to FP to ensure support is most effectively targeted.</p>	<p>AN/FP</p>	<p>FP to feedback to PC through line management meetings</p>
<p>Ensure continuity of learning when teachers have to self-isolate</p>	<p>Cover absent teachers and put in place webcams/training to allow remote specialist teaching</p> <p>Purchase of webcams</p> <p>£40,095.45 (to date)</p>	<p>To maintain continuity of learning with highly trained teachers with subject-specific knowledge</p>	<p>SP/NJ to train supply teachers and cover supervisors</p>	<p>SP/NJ</p>	<p>Half-termly feedback to SLT by SP/NJ</p>

To narrow learning gaps for pupils with lost learning in core subjects (KS3+ KS4)	Engagement with national tutoring programme £ 3000 (est.)	One-to-one support - + 5 months impact (EEF toolkit)	AN to target Yrs 7 - 10 to ensure support is most effectively targeted. PC to focus on Year 11. Engagement data and progress against thresholds will ensure resources are utilised for pupils most in need.	PC/AN	Half-termly review at SLT meetings
Total budgeted cost					£46,778.25

B Addressing ICT Access and other resource issues					
Desired 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?
Pupils have access to technology and can access learning when self-isolating and teachers can teach safely from “the yellow box”	10 additional Chromebooks for use by disadvantaged Year 11 pupils Webcams in classrooms so that pupils can still engage with specialist teachers who are in self-isolation Visualisers £5,162.28	EEF toolkit + 4 months (digital resources) EEF Rapid evidence Assessment report: “Pupils can learn through remote teaching. However, ensuring the elements of effective teaching are present—for example through clear explanations, scaffolding and feedback—is more important”	NJ to work closely with Head of Year to establish pupils with greatest need Training for staff and cover supervisors/cover teachers. Sharing of best practice at Teaching and Learning group	NJ/KAB + other HOYS SP/NJ	Termly and at end of year Regular feedback at SLT meetings from NJ/SP

Pupils with learning gaps to have access to revision resources	Resources on Google Classroom Departmental online courses/ annual license subscriptions/revision guides etc. in addition to provisions already in place for disadvantaged pupils £25,986	EEF toolkit + 4 months (digital resources)	Resources to be carefully targeted at pupils who did not engage during lockdown using in-house data. HODs to review resources to ensure most impact + value for money	PC/RA	Termly and in light of results from December and Spring mock exams.
Total budgeted cost					£31,148.28

C Addressing motivational and anxiety Issues					
Desired 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?
Reduced COVID related anxiety and development of resilience	"Covid safe" physical environment Expansion of counselling capacity Well-being resources on Google Classroom/form-time activities £11,223	Anxiety can affect pupil well-being and be a significant obstacle to academic progress	Regular communication with pupils and parents re safety measures. Oversight of counselling by pastoral lead LR to carefully select resources for maximum impact and in light of best practice	KP/LGS/KAB/LR	Termly

Reduction of exam-related stress in light of current uncertainties and development of resilience	Exam stress workshops/ additional counselling hours £ TBC	Positive feedback from previous cohorts	LR/KAB to broadly publicise Parents to be informed Specific invites for some pupils	LR/KAB/SJP	Termly
Increased motivation of pupils who did not engage during lockdown	SLT Mentoring 6 th form mentoring £ 10,380.60	The mentoring will be specifically targeted at the development of organisational skills with a view to engendering greater levels of “self-regulation” + 7 months EEF toolkit (see above)	Effective targeting of pupils e.g. Year 11 disadvantaged pupils who did not engage during lockdown. This will allow time-poor senior staff to have most impact Clear training from Sixth form mentoring lead who will report regularly to PC	PC/AM	Termly
Total budgeted cost					£21,603.6
Total Spending in all areas					£ 99,530.13

This document should be seen as a working document and will be amended in the light of changing priorities and/or learning from review points.