

WEST EXE SCHOOL COVID19 CATCH-UP PREMIUM

Catch-up funding 20-21

School details						
Name of School	West Exe School					
Total number on roll	1,085	Number of DS	% DS	% SEND	Number of SEND	
Year 7	251	70	27.9	28.8	72	
Year 8	260	72	27.7	23.4	61	
Year 9	191	57	29.8	25.1	48	
Year 10	190	53	27.9	24.3	42	
Year 11	193	65	33.7	24.9	47	

Total funding	£86, 880	Total Committed: £154,362
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Context	
	<p>Whilst the majority of students engaged with home learning, a minority of mainly disadvantaged students had an inconsistent engagement rate, despite a significant effort to address any accessibility barriers. Therefore a number of students who need support to catch up with missed learning. Over the lockdown period, disadvantaged students’ progress for Class of 2021 has dropped significantly from 0.37 to -0.13. This has increased the in-school gap and impacted the average attainment score. With the uncertainty associated with the pandemic, securing appropriate and ambitious post 16 destinations for current year 11 as soon as possible is imperative.</p> <p>Some students are struggling with the transition back into previous routines and high expectations, meaning increased numbers of resets and hours of lessons missed; this is disproportionately affecting our vulnerable students. Another consequence of this is in the attendance figures: disadvantaged students’ attendance is lower than non-disadvantaged children in all year groups. There has also been an increase in the number of safeguarding incidents being recorded.</p> <p>The class of 2025 have had a disrupted end to their KS2 education and were unable to benefit from the usual transition programme. This has had an impact on the number of resets for year 7s which is greater than previous years. The catch up premium will be used alongside our Covid Addendum to our DS Strategic Plan with the following core priorities:</p> <ul style="list-style-type: none"> • Ensure outcomes for year 11 students regain pre- pandemic trajectory • Reduce or eradicate NEETs • Improve attendance for all • To support all students to regulate their social, emotional and mental health and behaviour • To ensure year 7 make a positive start to West Exe and quickly integrate into our unashamedly academic learning culture and high expectations.



<i>Catch Up Premium will be used to support the funding of the following strategies: Headings taken from EEF Covid Support Guidance for Schools.</i>						
1. Teaching and Curriculum Strategies				Spend: £122,554		
<i>Desired Outcome</i>	<i>Actions</i>	<i>Evidence Base/Rationale</i>	<i>date</i>	<i>Lead</i>	<i>Interim Review</i>	<i>Final Review</i>
i. Outcomes for all year 11 students regain trajectory evidenced in Cycle 2 data March 2020: P8: 0.72 A8: 53.33	Increasing school day by 3-5 hours per week for all Y11 students.	EEF evidence indicates that, on average, pupils make two additional months' progress per year from extended school time and in particular through the targeted use of before and after school programmes.	Sept 2020	TMR LAJ SRH		
	Curriculum streamlining for targeted students.					
	Tutor time interventions with high performing core subject teachers					
ii. Outcomes for Disadvantaged year 11 students regains or improves trajectory evidenced in Cycle 2 data March 2020: P8: 0.37 A8: 46.69	Coaching focuses on 'Adaptive Teaching' to boost progress for Disadvantaged Students.	The DFE has asked that as part of the catch up curriculum schools plan on the basis of the educational needs of pupils. Curriculum planning should be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills.	NOV 2020	JAB		
iii. Outcomes for all students regain trajectory evidenced in Cycle 1/2 data Dec 2019/March 2020: Class 2	Students return swiftly and safely to usual academic curriculum. Teaching, Learning and Assessments follow established cycles with robust Quality Assurance Processes.	DFE central goal: schools getting back on track and teaching a normal curriculum as quickly as possible. Providing pupils with high-quality feedback, building on accurate assessment, is likely to be a particularly promising approach.	SEPT/OCT 2020	JF		
	Develop students' metacognition through familiarisation with the 'West Exe Learning Model' and 'Student Habits of Excellence'	EEF Toolkit states: A number of systematic reviews and meta-analyses have consistently found strategies related to metacognition and self-regulation to have large positive impacts.	JAN 2020	JAB/DB		
iv. Assess Class 2025 to provide accurate baseline and identify variation.	CAT4 and Progress tests to baseline Class 2025	Baseline assessments used to add contextual information about year 7 cohort. EEF: Assessment can help teachers determine how to most effectively support their pupils. Every pupil will have been affected differently by Covid-19. Standardised assessments in literacy or numeracy might be used	SEPT 2020	LAJ		
	Identify in-school variation in order to effectively target interventions and support		DEC 2020	SRH		



		to identify pupils who would benefit from additional catch-up support.				
2. Targeted Support				Spend: £29,808		
i. a) Increase Y11 DS attendance from 87% to national average b) Increase attendance for all students	Appointment of an Student Welfare Home Liaison Coordinator	EEF: Additional support in the new school year could focus on providing regular and supportive communications with parents, especially to increase attendance and engagement with learning. There is a risk that high levels of absence after the summer pose a particular risk for disadvantaged pupils.	NOV 2020	SLW		
ii. Close gaps in reading ages and comprehension	Literacy Assistant time dedicated towards supporting catch up of targeted students.	EEF: Standardised assessments in literacy or numeracy might be used to identify pupils who would benefit from additional catch-up support. There is extensive evidence showing the long-term negative impact of beginning secondary school without secure literacy skills. Programmes are likely to have the greatest impact where they meet a specific need, such as oral language skills or aspects of reading,	SEPT 2020	Jf/CMP		
	Investment in Lexia licenses/ Lexia PowerUP		DEC 2020	CMP		
	Accelerated Reading Star testing used to identify Yr 7& Yr 8 students in need of immediate intervention		OCT 2020	AB		
	West Exe Canon- investing more tutor time to reading and discussion.		SEPT 2020	CMP		
iii. Reduce knowledge and skill gaps in core subjects caused by the pandemic for disadvantaged students	Participate in National Tutoring Programme if appropriate high quality provision 1 to 1 or small group provision is available for targeted students.	EEF There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. To be most effective, creating a three-way relationship between tutor, teacher and pupils is essential, ensuring that tuition is guided by the school, linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback.	JAN 2021	EAC/JF/HOS		
	Teach First Academic Mentors					



iv. Ensure reduction in number of RESETS of vulnerable and disadvantaged students with social, emotional' or mental health needs, behavioural, e or SEND	Effective implementation of WAVE Interventions from Pastoral Support Assistants, with regular meetings with parents.	Research has shown that during school closures there have been increased calls to the Samaritans, increased cases of domestic violence, substance abuse and alcohol misuse. We cannot provide effective support if we do not know what the children have experienced. EEF Recommend Interventions might focus on behaviour or pupils' social and emotional needs, or focus on particular groups of pupils with identified special educational needs or disabilities.	NOV 2020	NJL/SLW		
v. Ensure no student in Class 2021 is NEET in September 2021	Assertive mentoring of potential NEETS to maximise academic progress and identify appropriate post 16 destinations	The IFS (Institute of Fiscal Studies) has reported: The COVID-19 pandemic has severely dented the career prospects of young people and threatens to have a prolonged negative economic impact on them as a result. Sharp contractions in shut-down sectors will make it harder for young people to take their first step onto the career ladder, while reduced job opportunities will make it harder for them to move into higher-paying occupations. This means supporting vulnerable students to achieve the highest possible outcomes and secure post 16 plans is imperative.	DEC 2020	SRH/VEG		
3. Wider Strategies				£2,000		
i. Ensure access to high quality home learning package fully aligned with in-school unashamedly ambitious curriculum	Fully aligned online curriculum available for all students at home via Moodle	EEF: schools might find it helpful to invest in additional technology, either by providing pupils with devices or improving the facilities available in school. It's important to ensure the elements of effective teaching are present—for example, clear explanations, scaffolding, practice and feedback—. In addition, providing support and guidance on how to use technology effectively is essential.	OCT 2020	JF		
	IT barriers addressed through loaned equipment (Chromebooks/ Wifi dongles)		NOV 2020	EAC		
	Support for students to ensure familiarity and confidence accessing Moodle System		NOV 2020	HOYS/HOS		

