COVID Catch-Up Premium 2020\21 – Spending Plan

School Context

Wetherby High School is an 11 to 19 comprehensive school. We currently have approximately 25% of our children eligible for Pupil Premium funding. Although this is just under the National Average, our disadvantaged students have a diverse range of needs. Of our 25% disadvantaged students 56% of these have a Special Educational Need. This cohort range from a student's unable to access KS2 SATs in English and Maths to a students with KS2 data of level 5.6 for English and Maths.

One of our central values is know our children well, this allows us to individually know what barriers pupils have to progress. The strategies we use at Wetherby High School range from whole school initiatives such as the coaching programme to specific intervention for particular students, such as revision sessions, mentoring and careers opportunities. It is what is right for each child.

Payment

Please find below details of the Catch-Up Premium allocations for 2020/21. This funding will be provided in 3 tranches: the initial part payment in autumn 2020, a second grant payment in early 2021 and the third during summer 2021. The funding is £80 per pupil as recorded in the October 2019 census. 5

597 pupils = Provisional allocation £47,760

1. Summary information					
School	Wetherby High School				
Academic Year	2020/21	**Total COVID Catch-Up Funding**	£47,760	**Total number of pupils**	603

Curriculum and Learning			
Desired outcome	**Chosen action**	**What is the evidence and rationale for this choice?**	**How will you ensure this action has had impact?**
High quality teaching and feedback in the classroom • Teachers are able to provide high quality learning experiences including marking and feedback whilst also maintaining social distancing. • Also allows each bubble to access equipment needed for practical curriculum content therefore maintaining breath of curriculum	• Equipment for different bubbles • Visualizers for each classroom • Training – 2 INSET days at the start of the year for training on adapted ways of teaching.	• COVID safety measures mean changes in teaching methods in particular marking and feedback. • Visualizers show significant impact on quality of live feedback.	This will be monitored through assessments results and midterm/final exams results. This will also be monitored through lesson observation, departmental meetings, Middle Managers meeting and discussions at SLT. Data will be analysed to ensure that the gaps are diminishing. Where gaps are found, resources will be directed to support the relevant pupils. This includes analysis of progress report data, and mock result data. This knowledge, across the whole cohort and on an individual pupil level, ensures that the approaches to flexible intervention are implemented in an effective fashion.
Remote Learning • Moodle platform populated and all students accessing provision from home	• Remote learning platform for when students are completing home learning, or students are at home self-isolating or in lockdown.	• Students will be spending amounts of time at home. Moodle allows students to complete work, upload it and receive personalised feedback.	

Targeted Support			
Desired outcome	**Chosen action**	**What is the evidence and rationale for this choice?**	**How will you ensure this action has had impact?**

WSA • Individual and small group intervention to close gaps	• Students identified as needing additional support either academically and socially following lockdown • Targeted intervention programme arranged	• Students will have been impacted upon to different degree due to the pandemic, therefore this provision allows for flexible intervention to meet need	Monitor through ARE midterms and finals but also through formative assessments in class. Monitor through social interactions with peers
Teaching Assistant • Specific targeted gaps reduced or closed through small group work.	• Teaching assistant employed to provide small group intervention focused on SEN pupils. • Focus on Literacy and numeracy based on ARE data at KS3. • Packages of training for TA and as intervention for students	• This cohort had the lowest engagement with online learning during lockdown. • We have 3 pupils in Year 7 with significant lower prior attainment, they need intensive literacy and numeracy intervention.	Monitor through ARE midterms and finals but also through formative assessments in class.
Pet-Xi Topic Focus Days – Science • 1 day for each Science specialism.	• Arrange additional intervention time for Year 11 Science	• Science has significant content to cover, this additional time will allow the content to be covered in enough depth	• Pet-Xi assessments reviews and GCSE results

Attendance, Welfare and Safeguarding

Desired outcome	Chosen action	What is the evidence and rationale for this choice?	How will you ensure this action has had impact?
• Additional welfare and safeguarding concerns from lockdown are dealt with in a timely and effective manner.	• Two more staff safeguard trained to deal with additional need from lockdown.	• Increased numbers of students with safeguarding or welfare concerns.	• Review impact on students receiving support and on cause for concerns
• Increased capacity to deal with attendance, welfare and behaviour concerns.	• Learning Support Worker employed • Focus on attendance, carry out home visits, support during lessons with deregulated students, increase engagement from parents.	Attendance is a key issue; importance of pupils being in school to reduce gaps widening. Able to provide high challenge/high support throughout the school day. Allow learning to continue if students need time to regulate.	Monitor attendance. Monitor climate in lessons Monitor FTE
• Year 7 pupils make a smooth transition to high school.	• Run activities for pupils during the summer holidays alongside activities for	So we can get to know our children well before they join	Progress reports for pupils in H/T one.

	Y8-10 pupils.	us at high school. Build relationships between pupils to support transition.	Pupil, parent and staff voice.
• Continued welfare checks and engagement during the holidays	• Learning Support Worker paid per day in the holidays to deliver food hampers, undertake home visits and run activities for pupils in school.	Holidays can be the most challenging time for some pupils and families. One of our school values is Partners in Learning, it is important we support our families all year round.	Number of home visits undertaken Engagement in activities. Parent and pupil voice.
• Pupils have access to enrichment activities that develop character and aspirations.	• Identify enrichment activities: external speakers, courses etc.	To give pupils a chance to be exposed to new learning experiences.	