Kingstone High School
COVID-19 catch-up premium report

SUMMARY INFORMATION	
Total catch-up premium budget:	£21, 254

STRATEGY STATEMENT
- The overall aims of the catch-up premium strategy: - To reduce the attainment gap between disadvantaged pupils and their peers through high quality first contact teaching.   - To close the gap between actual reading ages and chronological reading ages of students in KS3 so that they are able to access a full GCSE curriculum   - To remove any potential emotional barriers as a result of missing school

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	Low chronological reading ages identified in some students which limits their ability to fully access the curriculum, especially the disadvantaged group
B	Knowledge gaps as a result of missed learning due to the pandemic
C	

ADDITIONAL BARRIERS	
External barriers:	
D	Low attendance, especially disadvantaged students in KS4
E	Attachment and self-esteem issues
F	Low career aspirations

Planned expenditure for academic year 2021-22

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?
Improve the pedagogical practices of all teachers so that they can fully support progress of all students through quality first teaching	Ensure the quality of education is good or better in all faculties. Students know more, remember more and are able to do more. Improved progress. Attainment gap with disadvantaged students is closed. Improved outcomes	Quality first teaching has the biggest impact on student progress. Using research informed strategies in line with Rosenshine's principles, through the teacher walkthrough program. Combine professional knowledge with robust evidence about approaches that are known to be effective.	Professional development program in place to support staff Quality Assurance (QA) carried out for all subjects focusing on the quality of education	RFI	Termly
Use of effective feedback to support student progress – The teacher toolkit, Ross McGill	Effective feedback supports students in understanding what they know or can do. Feed forward or feed up allows students to either consolidate learning or move to the next level.	EEF guidance on effective feedback. Very high impact for a very low cost.	Book looks determine how teacher-student interaction supports learning and progress. Student voice Subject QA.	RFI	Termly
				Total budgeted cost:	£10,000

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?
1:1 reading support program, which closes the gap with the chronological reading age of the weakest readers.	Improved reading ages in line with students chronological ages.	EEF one to one tuition and reading comprehension strategies	Support groups in place. Training provided for those staff delivering the program. Student voice Progress within the program	RRU	Termly
Appropriate Alternative Provision (AP), supporting the aspirations of disengaged students in KS4. Cost: £85 per student per day – approx. £3100/year	Students re-engage with education and are able to achieve qualifications, which support them in their next step. Supports progression into post 16 education	Supports students in achieving qualifications in an area of interest to them. Supports with transition into post 16.	Student engagement with the program and half termly reports.	MMO	Termly
Emotional support training for pastoral leaders (ELSA) in order to support wider aspects	Students able to better regulate emotions more effectively. Increased attendance Decrease in behavior incidents.		Referral process in place and effectiveness reviewed termly. Improved attendance in targeted students. Reduced repeat offences in targeted students.	MMO	Termly
				Total budgeted cost:	£12,000