



Catch-up Premium 2021_22

Coronavirus (COVID-19) Catch-up Premium

The government COVID-19 Catch-up Premium has been established to mitigate the effects of the unique disruption caused by coronavirus. The grant will be available for the 2021-2022 academic year and included within the Pupil Premium funding.

Schools should use this funding for specific activities to support pupils to catch up for lost teaching time over the previous months. To support schools to make the best use of the funding, the EEF has published a support guide:

<https://educationendowmentfoundation.org.uk/covid-19-resources/covid-19-support-guide-for-schools/#nav-covid-19-supportguide-for-schools1>

Kingsbury High School

Kingsbury High School had 2026 students on-roll in Y7 to Y13 from the October 2021 census. Of these 415 are in KS5 with 1611 students in year 7 to 11. Our Free School Meal students make up 18.8% of students. Our Ever 6 percentage is 24.5% and our Pupil Premium cohort make up 24.75% of students. The funding that we receive will be based on the figures for KS3 & 4 which come to £72,645.

Considering a tiered planning model for the academic year ahead can help schools balance approaches to improving teaching, targeted academic support and wider strategies (Wellbeing Strategies- Support for Mental Health). It is recommended in the EEF's Guide to the Pupil Premium as a way to help schools focus on a small number of strategies that are likely to make the biggest difference.

As with all government funding, school leaders and governors must be able to account for how the money is being used. Therefore, the impact and spending strategy for this Catch-up Premium will be reviewed through the 2021-2022 academic year. When Ofsted re-commence routine inspections, they will make judgements about the quality of education being provided which will include how you are using the funding to ensure the curriculum has a positive impact on all pupils.

PRINCIPAL/HEADTEACHER	Mr A Thomas
GOVERNOR LINK	Mr V Patel
AMOUNT OF COVID-19 CATCH-UP PREMIUM	£72,645



Strategy Area- Teaching for all

	Specific strategy/Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will we make sure it's implemented well?	When will this be reviewed?
	<p>Visualisers-To improve whole class English feedback</p> <p>Five additional visualisers for the English Faculty, to be used to support learning in the lesson</p> <p>Cost £600</p>	<p>A resource that English teachers use as part of regular whole class feedback, live marking and modelling. The process of sharing work with students allows the teacher to pick up issues and misconceptions quickly and also to share excellent examples of work to allow students to see models of good practice.</p> <p><i>Monitored by HoF- effective use seen in faculty observations</i></p>	<p>TES article on how visualisers can boost attainment and engagement in the classroom</p>	<p>Planned observations by HoF of devices used in lessons -with a focus on how the visualiser supports learning. Feedback to the faculty</p>	<p>Feb 2022</p>
	<p>Active Learn from Pearson Edexcel for Ks3 to KS5</p> <p>Cost £1595</p>	<p>Updated textbooks and digital services that work together to give support for planning, teaching, assessing and progress-tracking for GCSE Maths. A single structured core curriculum to use with the whole cohort. Updated exam-style questions and exam tips</p> <p><i>Learner and teacher voice at the end of the year</i></p>	<p>A single structured core curriculum to use with the whole cohort. Updated exam-style questions and exam tips</p>	<p>MOR to monitor usage and share usage data with faculty & LM</p>	<p>April 2022</p>



	<p>KS4 targeted Technology intervention</p> <ul style="list-style-type: none"> • Home Learning Software • Key NEA documentation • Art Kits (Basic equipment for students to complete their NEA from home) • DT Kits (Basic equipment for students to complete their NEA from home) • Revision Guides & Schedule • Industry External Speakers <p>Cost £2500</p>	<p>To support students to catch up on lost learning and complete their NEA from Home</p> <p>Progress 8 score</p>		<p>HoF to report back in LMM</p>	<p>April 2022</p>
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Strategy Area-Academic Targeted Intervention

	<p>Specific strategy/Action</p>	<p>Intended outcome and success criteria</p>	<p>What's the evidence and rationale for this choice?</p>	<p>How will we make sure it's implemented well?</p>	<p>When will this be reviewed?</p>
	<p>First Story Young Writers Programme. Develop Y7 Literacy Skills</p> <p>Cost £6,000, funds carried forward</p>	<p>Deliver 16 workshops of in school writer-in-Residence support for up to 40 students.</p> <p>Professionally printed anthology & launch for students involved</p>	<p>Through weekly workshops with an expert role model, students learn and grow through authentic practice. Writing ability and literacy improve considerably. Behaviour and attitudes to learning are transformed.</p> <p>Report</p>	<p>Run and monitored by MKR</p>	<p>Jan 2022</p>



	<p>Literacy coordinator The role starts in 2021-22</p> <p>Cost ££3,878.55</p>	<p>To support literacy in Lower School.</p> <p>Improve levels of literacy in Y7-9 shown by Data</p>	<p>EEF- Language and literacy provide us with the building blocks not just for academic success, but for fulfilling careers and rewarding lives.</p>	<p>The role is part of the line management process</p>	<p>Feb 2022</p>
	<p>Jack Petchey Speak Out Challenge improves key skills such as confidence, communication, interview skills. Cost £2,360</p>	<p>Workshops at KHS. An expert-led, interactive workshop. By the end of the workshop, every student will have delivered a speech they have created from scratch to their classmates and a small panel of judges, usually SLT, who select top-quality speeches.</p> <p>Report on project</p>	<p><u>Jack Petchey</u></p> <p>The importance of communication and public-speaking skills</p>	<p>SL will help organise workshops and monitor workshops. Report back in LMM</p>	<p>Dec 2021</p>
	<p>ASLs Pastoral Structure (2021/22)</p> <p>Posts appointed in summer term 2021. ASLs started their role in Sept 2021 -22. Costs £47,364.75 funds carried forward</p>	<p>Support for PP students-</p> <p>Data on A2L Reduces uniform Cs Reduces Home Learning Cs</p>	<p>See Pastoral Structure (2021/22)</p>	<p>The role is part of the Pastoral structure for 2021-22 and is part of the line management process</p>	<p>Feb 2022</p>
	<p>Specific strategy/Action</p>	<p>Intended outcome and success criteria</p>	<p>What's the evidence and</p>	<p>How will we make sure it's implemented well?</p>	<p>When will this be reviewed?</p>



			rationale for this choice?		
	<p><i>National Tutoring Programme</i> Subsidised tuition where the school pay 30 % of costs for:</p> <p>150 students Y7 to 11 PP students in Maths/English/Science. Done online in groups of 1-2-3 Starting in Jan 2022 Cost £11,250</p> <p>24 SEND students from Y7 to 11 in English & Maths done in school in groups of 1-2-3 Starting in Jan 2022 Cost £2,160</p>	<p>Improve subject knowledge for Y7 to 11 students in English, Maths & Science. Use of testing and surveys to show better subject knowledge (+10%) and other soft skills</p>	<p><i>EEF Evidence</i> Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.</p> <p>Studies involving digital technology show broadly similar effects. The DfE advises that 3 is the ideal group size for cost-effectiveness while maximising pupil outcomes,</p>	<p>Weekly report on attendance and engagement by the provider including parental contact. TMA to monitor 1-2-1 lessons for EHCP students</p> <p>ASLs to follow up with students who are tutored online</p> <p>CDI report back in LMM</p>	<p>March 2022</p>
	<p>School-led tutoring is a ring-fenced grant to fund locally-sourced tutoring provision. Existing staff such as teachers and TAs or private tutors</p> <p>90 Students identified as HAPs with a focus on BC students will be targeted in Y9 & 10</p> <p>Cost £5625 + on costs</p>	<p>Support students in Y11 who have fallen behind. Intervention in Maths, Science, English, Humanities and MFL</p> <p>Progress data</p>	<p>See above</p>	<p>Stage Leader to Monitor. HoF report with baseline Test to measure progress</p> <p>CDI report back in LMM</p>	<p>May 2022</p>



	Specific strategy/Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will we make sure it's implemented well?	When will this be reviewed?
	<p>Theatre company in school for years 9 & 8</p> <p>Two theatre production performed in school</p> <p>Cost £1,400</p>	<p>Students in the lower school have missed out on school trips and theatre productions and this is important to develop their cultural capital, develop an interest in literature and reading and have a better understanding of plays and theatre for GCSE (they need to study two plays for their Literature GCSE and therefore it is essential they have experienced theatre to write effectively on the form. This also links in with our faculty development plan to inspire and enthuse our students so they become engaged learners.</p> <p><i>Learner voice & Teacher voice on how students are able to write about the text they are studying after the productions</i></p>		<p>HoF to report back in LMM</p>	<p>April 2022</p>
	<p>Targeted Science Pupil Premium intervention- Additional Science workbooks for 150 students in Y9 & 10, including additional support</p> <p>£1000</p>	<p>Distributed to Y9 & 10 vulnerable students</p> <p><i>Progress 8 scores</i></p>		<p>HoF to report back in LMM on distribution of resources and how they are being used</p>	<p>March 2022</p>



	<p>GCSE Composition skill building</p> <p>Joint planning of the sessions with the BMS tutor, follow- up work in lessons with the students. Information/reference pack produced for the students after the sessions to provide them with reminders and guidance once they are working on their GCSE composition submissions.</p> <p>£400</p>	<p>The students were unable to develop their composition skills sufficiently during KS3 due to the pandemic. Working collaboratively was much harder and students missed out on being in the same room together composing collaboratively.</p> <p>Progress 8 scores</p>	<p>Composition is an integral part of the GCSE music course with skills and knowledge that transfer to all other areas of the course (Performance, Listening and Appraising). As with any skill, time and guidance is needed for students to develop.</p>	<p>HoF to report back in LMM</p>	<p>February 2022</p>
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Strategy Area-Wellbeing Strategies

	<p>Specific strategy/Action</p>	<p>Intended outcome and success criteria</p>	<p>What's the evidence and rationale for this choice?</p>	<p>How will we make sure it's implemented well?</p>	<p>When will this be reviewed?</p>
	<p>Supporting the Mental Health of students Child and Adolescent Psychotherapist – 1 day a week on-site Cost £13,000</p>	<p>Qualified Counsellor to hold group & 1-2-1 therapy sessions on a weekly basis. London Counselling Service to provide a report</p>	<p>For children and adults to thrive, mental health needs to be tackled early by having support in school. This not only helps with mental health, but with being able to access the curriculum and improve life chances. See also guidance from DFE</p>	<p>SPU to support and monitor the work of the service</p>	<p>Jan 2022</p>



	<p>Transition - Boys Development Programme. The programme will focus on Y7 Black Caribbean boys with opportunities to explore areas associated with the transition into secondary education and becoming a teenager Cost £3,600</p>	<p>Transition - Boys Development Programme. The programme will focus on Y7 Black Caribbean boys with opportunities to explore areas associated with the transition into secondary education and becoming a teenager Report on students including behaviour Cs</p>	<p>Positive impact on the students as evidenced by work done by MASS last year</p>	<p>Monitored through PIM</p>	<p>March 2022</p>
	<p>Mentoring for students in danger of exclusion, working in small groups or individually Cost £3,250</p>	<p>Reduction in instances of exclusions for each student over the course of the year. Evidenced in PIM. Report on students including behaviour Cs</p>	<p>EEF - 2 months impact Mentors typically build relationships with young people by meeting with them one to one for about an hour a week over a sustained period</p>	<p>Monitored through PIM</p>	<p>July 2022</p>
	<p>School Trips every half term Cost £2,400</p>	<p>Catching up on some missed opportunities to experience local areas of interest, working on building friendships, teams, communication and life skills. Looking to target different groups of students from PP, SEN, B4L and vulnerable groups of children. Running trips each half term with different focuses working with the pastoral team, curriculum team and SLT.</p>	<p>Enhancing life effectiveness: The impacts of outdoor education programs JT Neill - 2008 - search.proquest.com Is school working for teenage boys? Outdoor learning and real-life skills could be the keys to re-engagement</p>	<p>HoF to report back in LMM</p>	<p>February 2022</p>



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		<i>The number of students attending a different educational setting. Lowering Consequences. More student engagement with clubs/ school life. Survey before and after trips</i>	<i>J Mann - Curriculum Perspectives, 2018 - Springer</i>		
	Educational Welfare Officer <i>in school for an extra day to work with all pupils, plus an additional day to work specifically with PP students</i> Cost £10,144	<i>Working with parents and students to ensure our pupils attend school</i> <i>Improved attendance figures</i>	<i>Part of a wider strategy of working with parents and students to ensure our pupils attend school</i> See also Guidance from DFE		July 2022