

Summary Information					
Number of Students	1539				
Academic Year	2021-2022	Total Catch-Up Premium	Approx. £24200	Total School Led Tutoring	Approx. £18000

Guidance	
<p>Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.</p> <p>Schools' allocations will be calculated based on the schools roll and number of disadvantaged students. More information can be found at: Catch-Up Premium School-led tutoring grant</p> <p>Funds are not confirmed for additional years as of December 2021.</p> <p>Note: School Led Tutoring Funding significantly ringfenced and must be spent in line with guidance at https://www.gov.uk/government/publications/school-led-tutoring-grant and only available with school subsidy.</p> <p>Update: Yellow = Started and on track, Green = Completed</p>	
Strategy Statement	
<p>In keeping with the school's ethos and values, Highcliffe School is committed to mitigating the effect of the pandemic on both pupil academic progress and emotional wellbeing. The school will work hard to identify barriers to student progress and wellbeing and seek to address them through a holistic approach at all levels of the school. As an inclusive school we will ensure that where students with protected characteristics (for example those identifying as Roma Gypsy or Traveller or SEND) meet the criteria for this programme their engagement with it will be proactively pursued and monitored.</p>	
Use of Funds	EEF Recommendations

<p>Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on curriculum expectations for the next academic year.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a coronavirus (COVID-19) support guide for schools with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way.</p>	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> • Supporting great teaching • Pupil assessment and feedback • Transition support <p>Targeted approaches</p> <ul style="list-style-type: none"> • One to one and small group tuition • Intervention programmes • Extended school time <p>Wider strategies</p> <ul style="list-style-type: none"> • Supporting parent and carers • Access to technology • Summer support
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School Priorities/Identified impact of Covid on Learning	
Gaps in knowledge and skills	Identifying gaps in knowledge and skills within the year cohorts and at individual level (due to school closures) to ensure that the curriculum adapts and responds to address the identified areas (Including implementing key catchup interventions).
Identifying Students for earlier intervention	Ensuring that the school adopts a through process to identify students who require catch-up intervention across all key stages
Social impacts resulting in possible mental health issues	<p>Anxiety regarding health and family member health. Lack of school routine. Loss of contact with friendship groups.</p> <p>The transition to secondary school or 6th form in Sept 2020 and Sept 2021 will have an impact on students.</p>
Transition Support from Primary School	An understanding that students coming to Highcliffe School for the first time from Primary will also have missed substantial time in school and therefore both academically and socially may have gaps to be addressed.

Priority Area: Gaps in knowledge and skills				
Strategy and Desired Outcome	Chosen approach	Impact (once reviewed)	Review Date	Cost
Quality first teaching (QFT) and a high quality, well-sequenced challenging curriculum	<p>The biggest impact we are going to have in catching pupils up will hinge upon the quality of experience they receive in the classroom. Ongoing formative assessment will be used in the classroom to allow teaching staff to diagnose learning quickly and adapt teaching to ensure achieving high quality teaching and learning, identifying/plugging gaps in knowledge and delivering impactful teacher feedback.</p> <p>Planned opportunities for retrieval practice to improve alteration and retention of knowledge in pupils' long term memory. Retrieval is embedding across the school and is now a common strategy across all subject areas.</p> <p>Develop the use of visualisers across the school to enhance metacognition, live modelling and feedback within a COVID secure classroom. Cost is for initial CPD delivered through INSET.</p>		Sept 2022 (after results)	£200
Minimise the interruption to student learning due to staff absence by funding cover staff (especially where specialist teachers can be found) when staff are absence.	To minimise the impact of teacher isolation and provide adequate cover for the eventuality that staff well-being is compromised resulting in time away from the classroom not jeopardising student learning.		Sept 2022	£0

	<p>Technical support and equipment to be able to provide teachers isolating the opportunity to teach their classes from home to sustain the teacher/classroom/student links and reduce impact of staff absence.</p> <p>Adjust the timetable where necessary to make sure key examination groups are have specialist staff in place when absence rates are higher in a subject area.</p> <p>School budget used</p>			
Support students with identified gaps in their English and Maths (especially those at Foundation baseline in Years 7 to 9) via National Tutoring Programme	<p>Utilise the National Tutoring Programme to place approximately 50 students across Years 7 to 11 in to 1:1 and 3:1 sessions (as appropriate) preferably out of school hours. Regular monitoring of uptake of students engagement and outcomes.</p> <p>Some cost involved in setup and supervising of any after school sessions to deliver this tutoring.</p>		July 2022	£2160 for initial 30 students
Additional Literacy support	<p>Small group and individual specialist intervention (Reading Plus) for those students identified with significant gaps in their reading ability.</p>		Sept 2022	£0
Jubilee: One-2-One School Led Tutoring	<p>Students referred to Jubilee for significant amount of time to receive appropriate school-led tutoring delivered by Jubilee</p>		Sept 2022	£750 to allow access to

	Staff (Training required to access funding so Catchup funding may be needed to pay for training time)			School Led Tutoring Fund
Jubilee: group catch up	<p>Students identified prior to transition as being significantly below year 6 expected standards, disappplied from MFL to do Catch up English using school developed resources (school led tutoring).</p> <p>Students in other years disappplied from MFL with reading and spelling standard score below 85 will access the Rapid plus and Spellzone interventions in Jubilee. Resources have been purchased to facilitate this.</p>		Sept 2022	£1000
School Led Tutoring (Delivery Cost)	<p>For identified students (up to 100) utilise the substantial funding via the school led tutoring allowance to put in place small group tutoring for students across all year groups where needs are identified.</p> <p>This could include both via our own teachers, classroom based staff (need training time) and online services.</p>		July 2022	£6000 from Catchup Premium to gain access to School Led Tutoring Fund
School Led Tutoring (Curriculum Materials, Training and Administration)	<p>Curriculum Materials designed and resourced to allow English and Maths tuition by staff across Years 7 to 9</p> <p>Administrative and Online System Cost of running Tutoring Programme (School Led)</p>		March 2022 and May 2022	£1500

External Support in Drama	Support from external specialist (Drama) for students that have missed significant practical experience in performance.		Feb 2022	£300
Jubilee: Online Learning Curriculum Software	Research market for online learning material to allow Jubilee to deliver more curriculum content (possibly including remotely). School data used to identify.		Sept 2022	£300
Children Looked After - Tutoring	Implement Tutoring in English and/or Maths for students presently in Care. One-2-One delivered remotely after school.		Sept 2022	£2500 Initial cost split between PP and Catchup Premium
Resource and Provide a range of EAL interventions	Where required intervene with students behind their peers inc. identifying students able to gain a qualification in their home language.		Sept 2022	£250
Accelerated Reader (Year 8 2021/2022)	Provide Accelerated Reader in Year 8 so have opportunity having missed in Year 7. Use of data to support diagnostics.		Sept 2022	£2500
Homestudy Support	Support students with transport issues (mainly Bransgore) with transport two days a week to support their attendance at Homestudy support sessions after school Staff funding for Homestudy Support coming from existing school budget.		July 2022 (consider for future year)	£400

<p>Post-16 Catchup</p>	<p>Using internal school tracking data identify students across Year 12 and Year 13 where they are most away from their target grades.</p> <p>Utilise existing staff to deliver school-led tutoring in subject/curriculum/skills that will help address areas of need in either very small groups or 1-2-1 sessions.</p>		<p>Sept 2022 after results</p>	<p>Post-16 Tuition Funding is separate £6000</p>
<p>Additional GCSE Support Sessions</p>	<p>Staff run additional sessions for all or invited students to participate in. These sessions in addition to main school classes.</p> <p>Nominal cost due to staff volunteering their time.</p>		<p>Sept 2022 after results</p>	<p>£0</p>
<p>GCSE and GCE Online Support (MyFutures) gains higher engagement than 2020/2021 academic year (calculated on commendations awarded)</p>	<p>MyFutures programme of online content covering examination skills, key knowledge & concepts and grade 7 to 9 content launched for years 10 to 13 (before internal examinations).</p> <p>Students able to school engagement via collecting Commendation via inbuilt system.</p>		<p>July 2022</p>	<p>£0</p>
<p>Investigating incidents overhaul.</p>	<p>The school has had a significant increase in behaviour incidents post lockdown. With a significant increase in suspension/fixed term exclusions/suspensions. In large due to isolation and a disconnect between friendships. The school was forced to look</p>	<p>Initial review: A significant drop in Suspension. 33 students suspended in autumn 21 compared to 39 Autumn 2020. This accounted for a total of 44 fixed term exclusions/suspensions in the Autumn term 2021, compared to 65 in Autumn 2020.</p>	<p>July 2022</p>	<p>£0 (time)</p>

	into the manner in which investigations were conducted and more contextualising data sought for investigations. This overhaul of the system has seen a return to a more typical year in 2021/22. More support offered and a more proactive approach to get 'in front' of the behaviours has been adopted.	Totalling 82 days of education compared to 150 Autumn 2020. The average length of exclusion is 1.8 days in Autumn 21 compared to 2.3 days Autumn 2020.		
Tackling persistent lateness	On return to school a disproportionate number of students were late to school, (more than 5 minutes) or to lesson. Systems were developed using our use of SIS to log and track the minutes late. Totalling the minutes gave a benchmark to tackle persistent lateness to lessons. This required data sourcing and data management. An hour detention was then administered. Assistant Headteacher to supervise this.		July 2022	£0 (time)

Priority Area: Identifying Students				
Strategy and Desired Outcome	Chosen approach	Impact (once reviewed)	Review Date	Cost
Literacy Issue Identification	<p>Undertake Year 7 and Year 9 Literacy Screening to help identify spelling and reading age of students.</p> <p>Allow prioritisation of those students to receive intervention.</p> <p>Marking of tests completed by existing TA team.</p>		March 2022	£0

<p>Implement increased book-checking to identify where students are below their potential</p>	<p>As part of standard procedures Middle leaders and senior staff undertake regular reviews of student's books regarding the quality of student work and how they have responded to marking/feedback.</p> <p>With Covid-19 impacting on these checks and students being out of school we have identified a need to undertake more regular reviews and raise with students/parents where the quality of work is below expectation.</p> <p>Change IT system to be able to record work reset to students.</p>		RRR Schedule	£0
<p>Improved baselining of students due to no KS2 data</p>	<p>English and Maths to undertake baselining in first weeks of term (Year 7). Data linked with data from Feeder School and CAT testing (was funded by Year 7 catch-up premium which is now removed) to allow baselining to be undertaken to allow future tracking and identification of students where additional support needed.</p> <p>CAT tests also purchased and undertaken on any students joining school to allow baselining and identification of any learning support needs.</p> <p>CAT test data is scrutinised and students with a gap of 10 or more may be screened</p>		March 2022	£170

	for Dyslexia using the Dyslexia Portfolio if there is a concern across teachers.			
Attendance Monitoring to help families improve attendance.	<p>Some students have found the return to school difficult after multiple terms of working at home.</p> <p>With the Pastoral Leads, Heads of Achievement and Welfare & Attendance Manager utilise support from BCP inclusion service to identify way to support families to improve attendance.</p>		July 2022	£0

Priority Area: Social impacts resulting in possible mental health issues				
Strategy and Desired Outcome	Chosen approach	Impact (once reviewed)	Review Date	Cost
Increase In-school Mental Health Support to support the increased need in school due to the Pandemic or other external factors.	<p>Increase capacity in ELSA team by additional one day a week</p> <p>Create new Mental Health support worker role (Full-time) to offer support to students rolling on/off the ELSA caseloads</p> <p>Anxiety Group for year 7 students (Spring Term)</p> <p>Exam stress group for year 11 (Spring term)</p> <p>Mindfulness group for identified students delivered by A Melbourne</p> <p>Group costs support by this fund. Other elements from BCP Mental Health Fund and School Budget.</p>		July 2022	£200

<p>Fund additional external careers intervention across KS4 to sustain the low level of NEET students despite interruption to school careers programme.</p>	<p>Use the data collected to identify up to 80 potential NEET students across Years 9 to 11.</p> <p>Procure up to 12 days from known careers support. 2 days used for administration and research. 10 days for working with identified students in school across workshops and 1-2-1 meetings.</p> <p>Priority being current Year 11 cohort.</p>		<p>July 2022</p>	<p>£2500</p>
<p>Young Carer Support</p>	<p>Breakfast Club offered for those students who are young carers in Jubilee.</p>		<p>July 2022</p>	<p>£100</p>
<p>Jubilee- students unable to access PE</p>	<p>Some students suffer with anxiety which prevents them from accessing PE. In order to enable those students to do activity (which is beneficial for mental health) we will purchase an exercise bike that can be used by students during their PE session. Other students may also access this during the day to support wellbeing.</p>		<p>July 2022</p>	<p>£120</p>

<p>Priority Area: Transition Support from Primary School</p>				
<p>Strategy and Desired Outcome</p>	<p>Chosen approach</p>	<p>Impact (once reviewed)</p>	<p>Review Date</p>	<p>Cost</p>
<p>Review the schools Transition plan to also include Academic Transition from Primary School</p>	<p>Review and adapt the current transition portal and tasks to be fully accessible to all students.</p>		<p>Sept 2022</p>	<p>£250</p>

	<p>Consult with primary feeder schools around the setup and type of tasks</p> <p>Additional contact with feeder schools around subject and academic transition and support.</p> <p>Note: Separate briefing presentation available from S Giller.</p>			
Summer School 2022	<p>Partially fund a summer school to support transition for new intake to help address gaps in transition, social and academic skills in identified students.</p> <p>This funding allocated as unable to confirm any additional government funding will be available.</p>		Sept 2022	£3000