

# NUSA COVID catch-up premium report

COVID catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	720	Amount of catch-up premium received per pupil:	£145.00
Total catch-up premium budget:	£104,000.00		

## SUMMARY INFORMATION

At NUSA we recognize that the period of time missed by pupils due to the lockdowns and sporadic attendance during the pandemic has created a significant number of learning gaps which will need to be closed in order for our pupils to succeed.

Our priorities are as follows:

1. To ensure that pupils in key year groups understand the material and content they will be examined on their GCSE and Level 3 Btec qualifications at the end of the 2021/22 academic year.
2. To ensure that all pupils can read widely and have access to challenging literature.
3. To ensure that any disadvantage gap that has been opened by the loss of in-school provision is minimized and reversed through effective teaching.
4. To use the latest research in order to review our curriculum and ensure that any knowledge gaps that have been created are eliminated.
5. To ensure that all transitions between all key stages are done effectively and allow pupils to make rapid progress as knowledge gaps are taken into account.

Our approach to attaining the priorities listed above can be broken down as follows:

1. Teaching and learning strategies
  - a. Supporting effective teaching
  - b. Improving assessment for learning and responsive teaching
  - c. Supporting transition
  - d. Developing middle leadership
  - e. Creation of a new reading curriculum
2. Targeted approaches
  - a. One to one tuition
  - b. Intervention programs
  - c. Extended school time
3. Wider strategies to support parents and carers
  - a. Access to technology
  - b. Summer school

## Barriers to learning

### BARRIERS TO FUTURE ATTAINMENT

#### Academic barriers:

A	A significant minority (12%) of our pupils come from homes where English is not the first language meaning that they can not always access support with literacy.
B	A significant number of our pupils come from homes with a low level of literacy meaning that they cannot access external support with the work they have been set.
C	Whilst the percentage of pupils classed as low prior attainers has reduced, it is still above the national average (27 compared to N/ave 28.5).

### ADDITIONAL BARRIERS

#### External barriers:

D	Whilst attendance rates have increased significantly over the past 2 years, there is still a significant legacy of poor attendance covering the 3 years prior to this meaning that a proportion of current year 11 had learning gaps even prior to the pandemic.
E	Many pupils at the school live in houses where home learning was impacted by a lack of access to technology and a space to work.
F	The school has a higher percentage of disadvantaged pupils than the national average (54%). All studies point to the increased learning gap suffered by disadvantaged pupils, therefore it is likely that these pupils will have seen a significant learning loss. In addition, 17% of the school population are classified as having an SEND.

## Planned expenditure for 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?
Supporting effective teaching	Increase the proportion of high quality lessons.	All studies show that the most powerful driver of pupils achievement is high quality teaching. By developing teaching, we believe that we will have impact upon all pupils learning and, therefore, rapidly close learning gaps.	<ul style="list-style-type: none"> <li>• Learning Walks.</li> <li>• Deep Dives in all curriculum areas.</li> <li>• Line Leadership meetings.</li> <li>• CPD evaluations.</li> </ul>	SBA	Weekly in SLT meetings, termly in Deep Dives and weekly in line leadership meetings.
Improving assessment for learning and responsive teaching	Ensure that pupils receive precise and effective feedback at the point of need.	Studies by Cambridge University, the American Psychological Association and Carole Dweck show that effective assessment builds the resilience of all learners. By developing the effectiveness of assessment all pupils will be able to receive feedback that will close gaps when they appear. By improving assessment and feedback, the quality of learning will improve for all pupils.	<ul style="list-style-type: none"> <li>• Learning Walks.</li> <li>• Deep Dives in all curriculum areas.</li> <li>• Line Leadership meetings.</li> <li>• CPD evaluations.</li> <li>• Internal data monitoring.</li> </ul>	SBA	Weekly in SLT meetings, termly in Deep Dives and weekly in line leadership meetings.

Supporting transition	Ensure that transitions at all points are supported.	According to Marlau van Rens, Carla Haelermans, Wim Groot & Henriëtte Maassen van den Brink (2018), problematic transitions between Key Stages can have short-term and long-term consequences upon the learning and outcomes of all pupils. By ensuring that transitions are done effectively through improved communication, making connections through the curriculum and ensuring that data is collected on lost learning and the curriculum then adapted in order to ensure its relevance and enable pupils to learn and remember effectively.	<ul style="list-style-type: none"> <li>• Learning walks</li> <li>• Parent Voice</li> <li>• Pupil Voice</li> <li>• Internal data collection</li> <li>• Outcomes</li> </ul>	JAM	Termly and yearly
Developing middle leadership	Ensure that all middle leaders are effective and improve the quality of education for all.	According to Alma Harris, Michelle Jones, Nashwa Ismail & Dong Nguyen (2019), there is a direct correlation between the quality of education and the strength of middle leadership within a school. By ensuring that middle leaders work effectively to coach and guide staff in their departments, take ownership of their curriculum and implement their intent effectively, pupils are more likely to experience highly effective teaching. By ensuring that ownership of the curriculum is maintained as close to the classroom as possible, responsive changes to provision can be made which ensure that all learning gaps are closed.	<ul style="list-style-type: none"> <li>• Learning walks</li> <li>• Climate walks</li> <li>• Deep dives</li> <li>• Internal data</li> <li>• Outcomes</li> </ul>	ROL	Weekly, termly and yearly

Creation of a new reading curriculum	Increase the frequency and quality of reading and more specifically of high quality texts.	According to the Education Endowment Fund and Ofsted research, it is clear that there is a link between literacy levels and educational outcomes. By focusing upon a whole school reading programme, with effective PD and school wide strategies for the teaching of reading we will be able to improve the exposure of pupils to higher level texts, increase their vocabulary and, therefore, help to close achievement gaps between disadvantaged and non-disadvantaged learners.	<ul style="list-style-type: none"> <li>• Learning Walks</li> <li>• Deep Dives</li> <li>• Line leader meetings</li> <li>• PD evaluation</li> <li>• Pupil Voice</li> <li>• Internal reading assessment data</li> </ul>	SBA	Monthly and termly.
Total budgeted cost:					
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?

One to one tuition	Pupils with the widest learning gaps are identified and appropriate provision put into place.	The studies carried out by the EEF as part of the teaching and learning toolkit consistently find that tutoring is associated with significant learning gains. By focusing upon effective one-to-one tuition via the use of Mytutor we will be able to focus tuition on pupils areas of need. The provision will be in groups of 1:3 where at least 1 of the targeted pupils will be in receipt of Pupil Premium funding. The focus of all of the tuition will be upon ensuring gaps identified in assessments are filled. EEF evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. In terms of small group tuition evidence suggest this is effective however, as a rule of thumb, the smaller the group the better.	<ul style="list-style-type: none"> <li>• Pupil voice</li> <li>• Tutor QA</li> <li>• Tutor voice</li> <li>• Internal data</li> <li>• Line leadership</li> </ul>	BAC	Half termly.
Intervention programs	Subject based intervention sessions run for targeted year groups	According to Hawthorn, 2021, interventions can be an incredibly beneficial aspect of school life. Using a structured intervention, teachers can swiftly close progress or attainment gaps in a key area. They can also see the demonstrable impact of their practice and share it with the child and their parents or carers. These will focus initially upon year 11 and 13, but will shift to year 10 and 12 where appropriate.	<ul style="list-style-type: none"> <li>• Learning walks</li> <li>• Internal data</li> <li>• Data QA</li> <li>• Line leadership meetings</li> </ul>	BAC	Weekly and half termly.

Extended school time	An extra period will be established for key pupils in order to facilitate extra learning time.	High quality first teaching is the most important lever and the single strategy which will have the greatest impact on the outcomes of pupils (EEF). Extending the day for select pupils and groups will ensure that they receive more teaching and therefore, any learning gaps will be more likely to be closed rapidly.	<ul style="list-style-type: none"> <li>• Learning walks</li> <li>• Internal data</li> <li>• Data QA</li> </ul> Line leadership meetings	BAC	Weekly and half termly.
Total budgeted cost:					
Other approaches					
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?
Access to technology	Ensuring that we have adequate coverage should pupils be away from school due to Covid related issues.	<p>Pupils' access to technology has been an important factor affecting the extent to which they can learn effectively at both school and home. In particular, lack of access to technology has been a barrier for many disadvantaged children. The school will look to invest in building a small stock of additional devices alongside looking to provide internet access.</p> <p>The studies carried out by the EEF as part of the teaching and learning toolkit consistently find that digital technology is associated with moderate learning gains: on average, an additional four months' progress.</p>	Surveys QA	BAC	Weekly and half termly



Summer school	To ensure that the primary transition is effective as possible.	As with all transitions, it is critical that time and effort is made to enable pupils to settle into school effectively. The summer school was effective in enabling pupils to experience NUSA and experience some of the transition activities that were not viable due to the summer infection rates and the spring lock down.	<ul style="list-style-type: none"> <li>• Pupil voice</li> <li>• Parent voice</li> <li>• Year 7 internal data</li> </ul>	JAM	Yearly
Total budgeted cost:					