

Hobart High School Coronavirus (COVID -19) Catch-Up Premium 2020-2021



School Overview

Academy Name	Hobart High School 11-16 years
Head of School	Mr Li-Rocchi
Assistant Head Teacher C-19 Lead	Mrs Wilkinson
Number on Roll	660
Catch Up premium Allocation	£52,320
Review date	June 2021

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID -19). The department for Education (DFE) has allocated £650 million to be spent on ensuring students have the chance to catch up and that schools have funding to support them to do this. Research shows that those from the most vulnerable and disadvantaged backgrounds are likely to have been hardest hit.

The COVID-19 Catch Up/Recovery Strategy is to help young people recover from the impact of COVID-19 and return to normal educational routines as quickly as possible, and make up for any lost teaching & learning time. Schools can decide how to prioritise spending but should follow DFE guidance and recommendations published by the Education Endowment Foundation (EEF). There is also an allocation of £350 million across the country for the National Tutoring programme (NTP) intended to deliver tuition to the most disadvantaged and vulnerable young people.

We have adopted the three tiered approach as recommended by the Education Endowment Foundation (EEF):

Tier 1 – High Quality Teaching & Learning for All

Tier 2 – Targeted Academic Support

Tier 3 – Wider Strategies

Teaching & learning - High Quality Teaching for All		
Specific Strategy	Success Criteria	Cost
<ul style="list-style-type: none"> • Frequent low stakes testing and formal assessment to identify gaps in learning and to celebrate success. • Effective diagnostic testing in numeracy and literacy. • Visualizers to improve quality of instruction and feedback and modelling within the classroom. • Supporting remote learning and providing laptop or access to internet if learning from home. • Purchase 30 laptops, laptop charger trolley and headphones to support the delivery of NTP and to safeguard access to computers during lessons for students in the school. • CPD and training for staff in the use of platforms such as MS Teams & Loom to enhance remote learning as part of the contingency plan. • Use of MS Teams to share good practice across the school as part of the teaching & learning community. • Monitoring of home learning engagement by class teacher, HOD and HOY. • To source subject specific supply teaching during periods of staff absence due to self- isolation. 	<ul style="list-style-type: none"> • Regular data analysis to inform teaching, intervention and whole school RAG priorities. • Diagnostic testing materials purchased for numeracy and successfully used to identify needs. Staff to have received training to implement testing to identify need. • Visualizers are being successfully used by teachers to enhance quality of instruction, modelling and feedback. Evidence seen in quality assurance observations. • Students allocated laptops to remain with them to support home learning particularly with maths homework, other homework tasks and SENECA learning. Students supported with home learning if there are periods of self-isolation and in completion of work set. • Contingency plan in place for home learning and use of these platforms used to enhance the home learning experience. Work completion and engagement are monitored by SLT/HOD • Staff are sharing good practice on the MS Teams platform. • Monitoring of home learning engagement during periods of home learning. Tracking completed and actions taken as needed to identify and reduce barriers. • Subject specific supply used for PE, Music & Design Technology 	<ul style="list-style-type: none"> • Numeracy Screening - IDL Numeracy software Annual Licence £400 • Training & set up cost £300 • 10 Visualizers Purchased & staff training £3000 • ICT support to maintain laptops • Laptops £16,170 • Headphones £300 • Charger Trolley and leads £1078.95

Targeted Academic Support - To Identify students who may require targeted academic intervention & catch up

Specific Strategy	Success Criteria	Cost
<ul style="list-style-type: none"> • Appointment of Intervention Co-ordinator • Delivery of National Tutoring Programme in Year 10 & 11 as priority groups. • Calendared whole school intervention after school sessions. • School holiday Intervention subject specific sessions ran by staff. Key students identified in Year 10 & 11 for participants. • Subject specific Intervention in school at lunchtimes or during the school day. • Academic Mentoring for Year 10 & 11. 	<ul style="list-style-type: none"> • Intervention Co-ordinator appointed and interventions taking place across the school, including NTP provision. • Year 10 & 11 eligible for NTP selected as part of RAG and gaps in learning identified by English Maths and Science. NTP courses run and completed. Assessment shows positive impact. • Year 10 & 11 students identified and target students attend relevant intervention sessions ran by staff after school and during the holidays. Assessment shows positive impact. • Art, Technology, PE, Music & MFL in school intervention sessions ran for Key Year 11 prior to TAGs and Year 10 in preparation for future GCSE assessments. • Academic mentoring in place for Year 10 & 11 to support GCSE progress. • Students have been identified by RAG and HOY using school performance data. Positive impact on engagement and progress. 	<ul style="list-style-type: none"> • 3 days per fortnight £4,354.78 • NTP £1,316.25 • £0 • £3,000 • £1,000 • Cost for Supply, staffing & resources.

Wider Strategies - Ensure that students have positive levels of wellbeing and have access to support and strategies to feel confident that they can learn and be successful at school.

Specific Strategy	Success Criteria	Cost
<ul style="list-style-type: none"> • SEMH provision increased hours to support students. • School Councillor hours increased to meet increased demand. • CPD and training on mental health & wellbeing for staff to support students. • Assistant Head Teacher to receive enhanced safeguarding & wellbeing Training linked to C19 recovery. • Educational material support. • Independent Careers Advice and Guidance offered to those who need additional support for Year 11 post 16 transition. • Learning from home support for Year 11 Post 16 Transition, work skills and virtual work experience on MS Teams and website. • To encourage vulnerable students or those who have barriers to home learning to come into school or are given additional support and have priority in key worker provision. • To provide additional financial support to families in need as a result of changing circumstances due to C-19. 	<ul style="list-style-type: none"> • HOY and Guidance Team able to access specialist support across all year groups linked to SEMH. Impact will be increased resilience by key students and a range of strategies to manage behaviours. • Students who require support from the School Councillor have access as required. Some provision has been remote access during lockdown. This will have positive impact on attendance for some pupils due to increased resilience and greater ability to cope with anxieties when in school. • Increase in Mental Health Champions trained to support students at school. • Good Practice shared with Guidance team to support pupils and families • To support the purchase of revision or learning materials or learning support packs to ensure work can be completed both at home and during school time. • Additional appointments offered and taken up by those who had need for additional support to help Post 16 transition and applications. • Learning support package for Year 11 home learning to support transition in place. Students and families aware of how to access additional support. • Guidance Team, AHT & SEND work with families to encourage students to work in school or offer additional support as needed. • To support families with the purchase of school uniform and equipment to aid transition, attendance and wellbeing. 	<ul style="list-style-type: none"> • Supply cost & training cost • £1,000

<ul style="list-style-type: none">• Behaviour support and adaptations to the reward & sanction system to reflect C019 demand and restrictions• To deliver a programme to all years on study skills and revision techniques as part of a whole school approach to learning and as part of the PSHE curriculum.• Enrichment and reward opportunities supported to close the gap on some of the social and leadership activities students have missed as a result of C-19 restrictions.	<ul style="list-style-type: none">• Alternative provision for rewards and sanctions to be in place to support staff and protect learning. Behaviour tracking in place. Support strategies in place.• Staff and students are using strategies supported by educational research to underpin learning, independent learning and revision. This can be seen as part of quality assurance process and forms part of the staff CPD plan.• Students supported and encouraged to participate in a range of enrichment activities. Financial assistance offered where there is need.	
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