

### **Dame Alice Owens Catch Up Premium 2020-2021**

In response to the Covid-19 pandemic's impact on pupils' education, in June 2020 the government announced a £1bn package of funding for schools. Dame Alice Owens were allocated a total of £81,760. This was based on £80 per pupil on roll in years 7-11 at the time and was given to the school in three tranches over the 2020-2021 school year.

Schools can spend the funding on a basis of need and impact in order to help students in Years 7-11 catch up on missed schooling.

***DAOS's catch up priorities*** (guided by the guidance from the Education Endowment Foundation)

1. High quality teaching and learning for all (including in any future lockdowns and for pupils or staff isolating)
2. Targeted academic support to ensure few pupils fall behind and where they have that this gap is narrowed
3. Wider support for pupils with wellbeing and engagement

***Strategies to meet these priorities***

1. High quality teaching (including remote learning)

<b>Description</b>	<b>Intended Outcome</b>	<b>Rationale</b>
CPD on blended learning	Teachers able (and confident) to deliver high quality lessons to all students (including all scenarios i.e. if all at home, if some students at home or if staff member at home but students in school)	Assessing understanding by pupils is very different when not in same room - work on modelling, scaffolding, assessment and feedback. Staff need to know how to use Google Classroom effectively, how to record and post lessons and how to use other software tools to aid remote T&L
CPD on high quality teaching in school but within Covid restrictions .	Teachers able to deliver high quality T&L whilst "stuck" at front of class and without normal resources	Teachers need to be able to assess students' understanding without moving around room. Teachers need to be able to teach practical subjects in a standard classroom without practical equipment.

<p>Speed up roll out of new smart boards to teaching rooms</p>	<p>Teachers can maximise quality first teaching through quality modelling / explanations. More uniform throughout school as teachers now moving around the site more due to bubbles. Clearer screens mean where lessons recorded for viewing at home students can clearly see screen.</p>	<p>With teachers moving around the site more and shorter lesson times due to bubbles and other restrictions, having uniform set up in rooms around site allowed lesson time to be used most efficiently. Higher quality screen allowed for clearer recordings for remote learning.</p>
<p>Student chromebooks</p>	<p>All students have access to lessons and google classroom work</p>	<p>Students isolating, or in future lockdowns, can borrow Chromebooks to access live lessons / Google Classroom work from home. Can also access lessons missed through illness on GC.</p>
<p>Upgrade of some older staff laptops</p>	<p>Teachers can deliver high quality teaching including from home where necessary</p>	<p>With moving around the site more due to bubbles, the older laptops struggled to keep wifi connected or were slow to start after moving and again teaching time had to be maximised Cover teachers also needed improved laptops to be able to show isolating staff teaching from home</p>
<p>Software to aid remote learning e.g. Mote, Google Enterprise</p>	<p>Quality of remote learning lessons maximised and assessment easier to access and also quicker, spoken feedback improves MFL understanding</p>	<p>Various software researched to improve delivery of remote teaching and assessment. Google ENterprise allowed access to break out rooms which increases student engagement in small group discussions as opposed to whole class - also improved student wellbeing. Mote allowed spoken feedback by teachers - making it more efficient Loom to help record lessons</p>

Wifi and network improvements	Teachers can maximise lesson time and students from home can access all of lesson and teachers at home can teach effectively	With some students learning remotely it was essential wifi did not drop out during lessons With staff moving around the site the old wifi system often meant laptops dropped out and took time to pick up again -with shortened lesson time essential that no time lost With some isolating teachers teaching from home, essential wifi did not drop out mid-lesson when they were delivering the teaching live from home
Additional IT technician	Network always working Teachers can maximise lesson time and students from home can access all of lesson and teachers at home can teach effectively	Students needed more support re accessing Google Classroom, how to use Chromebooks at home, Any IT issues in school had to be dealt with even more promptly at the same time as upgrading network / wifi outlined above
Headsets, visualisers and webcams	ALL students (incl key worker and most vulnerable) could access their normal teachers' lessons Teachers could deliver high quality teaching	Visualisers allow sharing of students' work with others and peer assessing etc within covid rules. Headsets for Google Classroom work in school for vulnerable students during lockdowns so they could be part of their usual class' on line lesson with their usual teacher. Allowed students to follow live lessons/pre-recorded lessons whilst sharing a room with others without causing a distraction. Webcams allow delivery of in school lessons to isolating students
Extra Cover staff so that 6th form had delivery of lessons from staff at home	High quality teaching from usual class teacher	Isolating staff who can deliver a lesson from home by Meet needed a cover supervisor in the classroom to oversee students Also more cover needed as more staff absent (but able to teach from home)
Exam preparation - Tim Foot exam preparation workbooks for Year 11 students	Students are confident how to prepare for "examinations"	Students had had no experience of in school exams due to cancellation due to pandemic so had to prepare for end of KS4 assessments

## 2. Targeted academic support

Description	Intended Outcome	Rationale
National Tutoring Programme 3:1	Gaps in learning in KS4 Maths and English closed	KS4 English and Maths students identified as requiring some intervention were to be grouped in groups of 3 to access My Tutor through the discounted NTP (National Tutoring Programme)
MyTutor Maths 1:1	Gaps in learning in KS3 Maths (and later KS4 Maths after above cancelled)	Students who had lost learning in KS3 and KS4 Maths needed extra support to catch up. MyTutor recommended by another school and also recommended by NTP
<p>Continuation of Yr7 Numeracy and Literacy catch up strategies now funded through this:</p> <p>Reading group in Year 7</p> <ul style="list-style-type: none"> <li>● Spelling group in Year 7               <ul style="list-style-type: none"> <li>● Small group support in Year 7 English lessons</li> </ul> </li> <li>● Small group workshop in Year 7 form time in numeracy</li> <li>● Small group support in Year 7 Maths lessons</li> <li>● 6 week intervention topic work in Maths</li> </ul>	Gaps on entry into school in English and Maths closed	Even more so due to lockdowns, some of our Year 7s came into school even further behind the expected attainment at the end of KS2. This gap is vital to be narrowed as quickly as possible as numeracy and literacy key to accessing most subjects
Extra staffing in English and Maths in 2020/2021 and 2021/22 to allow more intervention and smaller group teaching for those who had lost learning	Gaps narrowed that had been created in these core subject areas	EEF research suggested small group intervention an effective way of helping students catch up Incl small group for Year 7s identified as entering school with a gap as Year 7 Catch Up premium withdrawn

Year 12 students to support KS3 and KS4 students - Year 11 and 12 students trained to deliver this	Gaps narrowed for those that had fallen behind	EEF research suggests 1:1 intervention beneficial. Yr12 students often build up better rapport with younger students and younger students respond better to them. Yr12 students will also benefit from gaining these skills.
Year 12 pastoral mentors to support KS3 students struggling with wellbeing - Yr12 and 11 students trained to deliver this	Students happier in school and therefore attendance better and focus in lessons improved	Research suggested mental health issues will have developed during lockdowns and providing KS3 students with someone to talk to that they can relate to more easily than an adult will help some. If their wellbeing improves then focus in lessons should hopefully improve too
Homework club	Students complete HW on time and to a higher quality with support in place	Some students have less space to work at home now due to parents working from home. Students could also seek support from staff with HW.

### 3. Wider support for pupils with wellbeing and engagement

<b>Description</b>	<b>Intended Outcome</b>	<b>Rationale</b>
On-line Parents evenings - School Cloud	Increased communication with parents about child's progress and areas to work on so parents can support pupil's progress	During covid and post-covid concern about most vulnerable parents coming to school in person for parents evenings. New system also allows us to assign appointments to any key parents before being opened up to all so key students get to see all their teachers
Introduction of Mental Health Lead and Deputy Mental Health Lead to improve education on mental health for staff and students	Mental health awareness raised. Issues identified sooner. Pupils provided with tools to manage issues so mental health issues reduced.	Mental health awareness raised, staff more able to spot, identify and signpost students in need of help. Issues identified sooner so more easily dealt with.

Mental health training courses for pastoral staff	Issues identified sooner. Pupils provided with tools to manage issues so mental health issues reduced.	Key pastoral staff are more likely to speak to key students so now know more how to identify, signpost and deal with to help students.
Counselling	Good attendance by all students and all focussing on work in lessons. General positive well being of all pupils.	Lockdown created more than normal mental health issues for our students and in some cases 1:1 counselling was deemed as the best way to help

This strategy is to be reviewed regularly.  
 NB Due to later lockdowns, some of this funding was allowed to be c/f to 2021/22