

Ellesmere Park High School- COVID Catch-Up Premium Strategy 2020-21

Academy Name:	Ellesmere Park High School
Headteacher:	Mr I Ross
Chair of Local Academy Board:	Mr B Peck
Amount of Covid-19 catch-up premium allocated:	62,400

The government COVID-19 catch-up premium has been established to mitigate the effects of the unique disruption caused by the coronavirus.

Schools should use this funding for specific activities based on the strategy areas below to support pupils to catch up for lost teaching time over the previous months.

Overall strategy area	Specific strategies
Teaching & whole school strategies	Supporting great teaching Pupil assessment & feedback Transition support
Targeted approaches	One to one and small group tuition Intervention programmes Extended school time
Wider strategies	Supporting parents & carers Access to technology Summer support

Strategy area	Specific strategy	Rationale for this choice	Intended outcome	Cost	How has intended outcome been measured/evaluated?
Teaching	<p>English & Literacy</p> <ul style="list-style-type: none"> Purchase of lock in book trolley and books to ensure COVID safety is maintained as per risk assessment. Purchase of 'The perfectly timed death of my imaginary 	<p>To make Accelerated Reader Programme Covid Compliant.</p> <p>The reason that we planned this particular unit was because of</p>	<ul style="list-style-type: none"> To enable the Accelerated Reader programme to continue throughout the pandemic. To support students through literacy to be reflective of their own 	£8,927	<p>Record initial reading age Monitor reading ages throughout the year and address gaps in understanding.</p> <p>KS3 reading and writing data to be interpreted.</p>

	<p>friend' for Year 7 students.</p> <ul style="list-style-type: none"> • Purchase of Pearson Rapid Plus reading programme. 	<p>the subject matter of the play. We know that all Y7 students missed out on transition to Secondary because of Covid restrictions and closures and transition is the main focus of the play. We thought it was a good way to deal with the social, emotional and behavioural impact of that huge change and how it can affect young people.</p> <p>Pearson Rapid Plus is an evidence-based literacy programme that provides low level readers the ability to develop their inference, reading comprehension and vocabulary skills.</p> <p>Students take part in regular 30-minute intervention sessions, lead by a TA, three times a week.</p>	<p>experiences and mental health as a result of the ongoing pandemic.</p> <p>The intended outcome for regular literacy interventions is to build: Reading comprehension, inference , vocabulary skills to bring students closer to their functional literacy ability. A student who is able to read and understand text to a functional reading comprehension age, will be able to access text within the curriculum.</p>		<p>End of unit assessment to take place.</p> <p>The intervention will be monitored using a combination of worksheets completed in each session, an assessment towards the end of each stage in the reading programme and will be monitored by the TA leading the sessions.</p> <p>Students will be expected to take part in an 8-week intervention session.</p> <p>Baseline assessments will be looked at the beginning of the intervention using STAR reader</p>
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					<p>data and used again after the 8-week intervention.</p> <p>Growth data will be shared with the student, parents and teachers.</p>
Teaching	<p>Science</p> <ul style="list-style-type: none"> • Purchase of AQA & Edexcel revision guides • Purchase of Tassomai licences for Year 10 & 11 students for two years 	<p>To encourage independent learning.</p> <p>Tracks knowledge to ask questions that are not stored in long term memory of students to promote 'remembering more'.</p>	<p>To support the guided revision scheme which maps out the specification against weekly revision areas to ensure students have revised the specification by the time they sit GCSE's. To be used to support home learning if students are away from school.</p> <p>To allow teachers to focus on higher level objectives (AO2 and 3) in lessons and revision as AO1 content is covered through Tassomai homework.</p>	£7,714	<p>Student survey to see if revision guides were used at home / to support revision at home.</p> <p>Once latest set of data has been collected for year 10 we will look at usage of Tassomai against target grade and responses to AO1 questions. This can be compared to Year 11 data who did not have access to Tassomai.</p>
Teaching	<p>Art & Photography</p> <ul style="list-style-type: none"> • Purchase of additional materials to support practical work during the pandemic • Purchase of laptops for faculty to ensure lost learning where 	<p>Lack of access to art specific materials when taught outside of the art environment will arrest the creative development of individuals undertaking the subject</p>	<p>Artistic capabilities and skills continue to be developed and enhanced</p> <p>To ensure progress at KS3 & 4 Stage 4 is maintained</p>	£14,756	<p>Students have used a broad range of materials this has been evidenced in high quality work being produced throughout the pandemic</p> <p>Students have accessed practical lessons in line with curriculum requirements</p>

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	ICT is required is addressed.	<p>A breadth of artistic experiences can be achieved outside of the art environment with additional purchase of watercolours and coloured pencils</p> <p>Laptop access plays a crucial role in effectively meeting the criteria for 3 of the 4 GCSE assessment objectives</p> <p>ICT access directly impacts the individual creative developments across KS4 and plays a significant role in certain year 9 and 8 projects</p>	<p>To ensure coursework is completed before deadline</p> <p>To ensure progress at KS3 & KS4 is maintained</p> <p>To promote independent learning and resilience</p>		<p>Coursework completed before submission deadline</p> <p>KS4 progress well above national average</p>
Teaching	<p>Humanities</p> <ul style="list-style-type: none"> Purchase of laptops for faculty to ensure lost learning where ICT is required is addressed. 	<p>GIS element in KS3 and KS4 Geography National Curriculum. Laptops will allow for this element of the course to be completed in lessons with the</p>	<p>KS4 students able to access crucial elements of GCSE curriculum in humanities subjects</p> <p>KS3 and KS4 students to make expected progress in Humanities subjects</p>	£15,000	<p>Number of students accessing online provision to have increased - Teams/Educake/Frogplay/GCSE Pod;</p> <p>Number of lessons laptops used ;</p> <p>Assessments set through Teams;</p>

	<ul style="list-style-type: none"> Geography field trip for Year 10 students to aid with coursework. 	<p>support of teaching staff. To support the continued use of Teams in lessons and ensure continuity of delivery To support students in accessing additional support after school</p> <p>Students have not had any opportunity to conduct any fieldwork due to the pandemic. There is no suggestion that paper 3 will be altered by the exam board, as such, students must be able to have an opportunity to conduct fieldwork on two occasions. The FSC can conduct both pieces of fieldwork with the students in the space of 1 day, which is fully risk-</p>	<p>To ensure that students have the knowledge required to pass the 'Rivers' unit as part of their GCSE course.</p> <p>Historically Rivers is ALWAYS the topic that students fall down on as they cannot visualise them properly.</p>		<p>Number of students accessing afterschool provision; Progress of students in relation to targets.</p> <p>Students make expected and above expected progress in the rivers unit and this increases their overall grade and progress score.</p>
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		assessed and it takes the students out to Malham for a day to study rivers. Rivers is ALWAYS the topic that students fall down on as they cannot visualise them properly, this fieldwork funding would really benefit our students and is delivered by experts in the field of river studies.			
Teaching	<p>Modern Foreign Languages</p> <ul style="list-style-type: none"> • Purchase of knowledge organiser and retriever bundle for GCSE. • Purchase of Collins Spanish dictionaries for students. 	<p>COVID has resulted in lost learning and in particular speaking & listening skills as pupils have missed out on face to face teaching and interaction with their peers.</p> <p>The additional resources will enable pupils to build resilience, learn independently and to practice key vocabulary and speaking both at</p>	<p>To enhance and improve independent learning.</p> <p>To enhance and improve performance in listening and reading GCSE papers.</p> <p>To build confidence and resilience.</p> <p>To support pupils who may not have access to the online platforms that we use for vocabulary acquisition.</p>	£285	<p>Improved overall performance in the Listening and Reading GCSE papers.</p> <p>Improved scores on Frogplay and other vocab' testing.</p> <p>Pupils can use dictionaries and online dictionaries effectively. Measured through testing/exercises on dictionary use.</p> <p>Increased use of "wow" words in written work - where pupils have come up with new, more exciting vocabulary for themselves.</p>

		home and in the classroom.			
Whole school strategies	<p>Careers Education, Information, Advice & Guidance support</p> <ul style="list-style-type: none"> • Delivery of 'Jobs for Tomorrow Event for Key Stage 3' • Delivery of virtual work experience day for Year 10. 	<p>EPHS' careers programme has been impacted by Covid.</p> <p>We have been unable to run the traditional careers fair events or do any site visits in order for pupils to have experiences of workplaces and any links with employers.</p> <p>We have been unable to run work experience as we would normally do for pupils in Year 10 due to Covid.</p>	<p>Gatsby Benchmarks 5 and 6: To provide encounters with employers and employees, experiences of workplaces: Pupils to gain an understanding of the world of work by bringing in a range of voices and perspectives from outside school. For pupils to be able to participate in a meaningful encounter with an employer so they can engage and inspire students to consider a wider range of employment opportunities and to transform what can be an abstract concept for some pupils in to something real and meaningful.</p>	£3,760	<p>Connexions will be completing an evaluation process as part of the activity. The lead for careers – K Barratt will be collating more qualitative information using pupil voice during and after the event.</p>
Whole school strategies	<p>Mental health & well-being support</p> <ul style="list-style-type: none"> • Delivery of well-being day by 'Humanutopia' for Year 9 & 10. 	<p>Following the extended period of wider school closure, as stated in KCSIE 2020, mental health and wellbeing support is a high priority nationally</p>	<p>Students who struggle to cope socially and emotionally, and those who struggle with mental health, are able to access necessary strategies to improve engagement, outcomes and wellbeing</p>	£4,600	<p>Students well-being improved (through Classcharts notifications) allowing greater engagement in lessons</p>
Targeted support	<p>Small group tutoring</p>	<p>To reduce the identified gaps in</p>	<p>Students identified as needing additional support</p>	£7000	<p>Internal data will show identified Year 10 students are making</p>

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	<ul style="list-style-type: none"> • Delivery of small group intervention by external tutoring programme. Focussing on Year 10 & 11 in English, Maths and Science. 	<p>learning through a range of targeted intervention strategies.</p> <p>Intensive tuition in small groups provided to support lower attaining learners or those with highlighted gaps in knowledge as a result of Covid lockdown</p> <p>EEF evidence shows small group tuition results in +4 months progress</p>	<p>in English, Maths or Science to receive 15 intervention sessions (60 minutes) by subject specialist tutors</p> <p>Reduction in lost learning and increased knowledge retention, attainment and progress for identified students</p> <p>Students back on track with curriculum maps and essential knowledge by the end of academic year</p>		<p>expected progress in all English, Maths and Science</p> <p>Year 11 students identified for additional support in Science will make intended progress to target grade resulting in a positive P8 score</p>
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