# Coronavirus (COVID-19) Catch-up Premium Strategy Statement 2020-21

## School overview

| Metric | Data |
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| School name | Alsager School |
| Pupils in school | 1221 |
| Catch-up premium allocation this academic year | £97,920 |
| Academic year or years covered by statement | 2020-2021 |
| Publish date | November 2020 |
| Review date | November 2021 |
| Statement authorised by | Andrea O'Neill – Head of School |
| Catch-up premium lead | Lianne Jardine – Assistant Headteacher |
| Governor lead | Anna Wheaver |

## Teaching priorities

| Measure | Activity |
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| **Priority 1** for current academic year | Ensure high quality teaching for all, including effective remote and blended learning, through staff CPD. <br><br> The continued use of targeted diagnostic assessments to determine what pupils have or have not learned and where bridging work is needed. |
| How this priority addresses barriers to learning | Diagnoses lost learning, or misunderstandings, that have occurred during school closure. <br><br> Consolidates students' learning. <br><br> Effective assessment reduces administrative burden on teachers. |
| **Priority 2** for current academic year | Increase staffing on Year 11 through the creation of additional Maths, English and Science classes. Hold 'spare' English staff in Year 11 option blocks so that if a student drops a subject in exceptional circumstances, they will receive English support. |
| How this priority addresses barriers to learning | Increases the amount of high-quality feedback and one to one attention learners receive as a result of reduced class sizes. <br><br> Increased flexibility for organising learners. <br><br> Students achieve significantly better in their remaining subjects. |
| **Priority 3** for current academic year | Increased transition support provided at all key stages. |

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| How this priority addresses barriers to learning | Prevents less resilient learners falling further behind. |
| | Resources and additional support used for maximum impact. |
| | Strong understanding of learners from over 25 feeder primary schools each year, and their prior knowledge. |
| | Encourages parental engagement. |
| Projected spending on staffing/CPD | £65,918 |

## Targeted academic support

| Measure | Activity |
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| **Priority 1** for current academic year | One to one/small group tuition and intervention programmes using existing staff and NTP providers. |
| **Priority 2** for current academic year | Extended school time (in the form of IDL Literacy/Numeracy programmes and period 6 intervention for some students). |
| **Priority 3** for current academic year | Increased access to nationally accredited software packages, including GCSEpod, Bedrock Learning and IDL Literacy/ Numeracy. |
| How these priorities address barriers to learning. | Target bespoke areas of lost learning and/or areas of underperformance, including low levels of numeracy/literacy. Reduce word poverty. |
| Projected spending on staffing and software packages | £30,952 |

## Wider strategies

| Measure | Activity |
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| **Priority 1** for current academic year | Providing staff, students, parents and carers with social and emotional support through new and pre-existing systems. |
| **Priority 2** for current academic year | Widen opportunities for counselling by increasing number of days the counsellor is in school. |
| How this priority addresses barriers to learning | Removes non-academic barriers to success by focusing on pupils' social, emotional and behavioural needs following potentially adverse experiences. Improves attendance by supporting parents who may be hesitant to send their children back to school. Improves staff mental health and well-being. |
| Projected spending on support package and counsellor | £1050 |

## Monitoring and implementation

| Area | Challenge | Mitigating action |
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| Teaching | Ensuring enough time is given over to allow for staff training and sustained professional development, including support for early career teachers. | Ongoing use of INSET, training sessions and faculty meetings to focus on explicit instruction, scaffolding, flexible grouping, cognitive and metacognitive strategies, and targeted diagnostic assessment; led by Curriculum Leaders, Deputy Head responsible for Curriculum, and Assistant Heads responsible for Assessment and Teaching and Learning.  Evidenced through monitoring and evaluation systems.<br><br>NQT and RQT programme of study led by Rob Pearce, Assistant Head, to be revised to offer increased levels of support. |
| | Ensuring effective remote curriculum provision if unplanned school closures occur. | INSET and training to include sessions on effective remote teaching, led by 'experts' on Microsoft Teams.  Follow up sessions continued throughout Autumn and Spring terms.  Effectiveness judged through monitoring and evaluation systems/staff and student voice. Audit of internet access to be carried out in Autumn 1 with laptops and internet access provided to disadvantaged students.  Internal teacher-assessed data and GCSE results to measure the effect of remote curriculum provision. |
| | Ensuring classroom and behavioural routines have been re-established, alongside new habits in light of Covid-19 measures. | 'New normal day' guidance shared with teaching staff during INSET day in September.  Culture training on the 'Alsager Way' delivered in INSET and training sessions.  Increased SLT and Curriculum Leader presence in and between lessons. Increased number of duty staff at the start and end of day, and during break and lunchtimes. Evidenced through monitoring and evaluation systems, and BFL grades. |
| | Ensuring the dropping of an option in Year 11 is in the best interests of the child. | The discontinuation of an examined subject in Year 11 will only be in exceptional circumstances.  Lianne Jardine, Achievement Lead, and Adele Snape, Pastoral Lead, will make such decisions in discussion with pupils and parents and informed by ongoing |

| | | assessment of a student's progress and wellbeing. |
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| | Ensuring enough time to develop primary to secondary, Key Stage 3 to Key Stage 4 transition processes. | SENCO, Heads of College and Adele Snape (responsible for Year 7 transition) to liaise with primary schools to organise the sharing of records/students' strengths and weaknesses.  Lianne Jardine and Emma Doughty to work in collaboration with Achievement for All, a leading non-profit organisation, to improve the transition process from primary to secondary school. Diagnostic assessments to determine what student have or have not learned and Key Stage Curriculum planning to be amended appropriately to bridge the gaps. Use of GCSEpod transition units in Key Stage 4. |
| Targeted support | Ensuring staff have enough time to deliver 1:1 and small group tuition/intervention sessions.

Ensuring they are effectively trained, including in the use of technology. | The Progress Team and Curriculum Leaders do not have a form to enable them to deliver intervention during form time.  The school day is extended for some students to include period 6 after-school sessions, delivered by classroom teachers and fully trained tutors provided through the National Tutoring Programme.  Increased number of Learning Support hours to enable LSAs to deliver Literacy and Numeracy packages before and after school.  All faculties to have a GCSEpod 'expert' to deliver training and monitor the implementation/impact. |
| | Ensuring the content of 1:1/small group tuition/intervention is linked to classroom teaching and consistency in delivery. | Tuition/intervention timetabled over a sustained period of time to ensure consistency, either during form time or in period 6 sessions.  Rag-rated personal learning checklists and ongoing targeted diagnostic assessment used by classroom teachers and tutors to plan for tuition/intervention.  Effective feedback structures and monitoring of impact put in place.  Staff training delivered in whole-school and faculty sessions to ensure quality sessions.  Period 6 template/MyTutor needs analysis document completed by staff prior to the sessions to ensure structured intervention/tuition. |
| Wider strategies | Supporting parents and students facing most challenges. | Heads of College, SENCO, Attendance Officer and Pastoral lead, Adele Snape, to continue to work closely with students and parents, and external agencies to support families.  Appointment of a Family Liaison |

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| | | Officer to increase the level of support provided. |
| | | Use of text message alerts, successfully trialled over lockdown for hard to reach families. |
| | | Staff involved in the Achievement for All programme (including the Progress Team) to engage parents in structured conversations three times per year. |
| | | Increase the number of days by 1.5 for the school counsellor in order to widen opportunities. |
| | | Ongoing monitoring and evaluation. |
| | Creating clear channels of communication to provide reassurance/support. | Regular communication with staff, students and parents via email, staff briefing, parentmail, school website and social media accounts. |
| | | Line managers to meet regularly with staff. |
| | | Continue to foster a school culture in which staff and students can ask for help without judgement. |
| | | Continued focus on health and mental well-being in briefings, faculty meetings and communications with staff. |