

Vyners School



COVID-19 catch-up premium spending: summary

Summary information			
Total number of pupils: Years 7 - 11	1027	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£82,160		

Strategy statement
<p>We recognise that the prolonged school closure will have had consequences for all students and that for some students additional support is needed to mitigate the effects of this. Our efforts in ensuring that the gaps emerging from the prolonged absence of face to face teaching are demonstrated both in quality first teaching and in targeted support.</p> <p>Aims of our strategy; To reduce the attainment gap between your disadvantaged pupils and their peers To raise the attainment of all pupils to close the gap created by COVID-19 school closures</p>

Barriers to future attainment

A	Reading deficit at KS3 - Years 7 and 8. GL data suggests that 18% of students in the current Year 7 cohort and 8% of students in the current Year 8 cohort have comprehension skills that are below average. We know that reading comprehension is an essential skill for accessing every curriculum area and such deficits reduce the potential outcomes for these students.
B	Subject gaps in KS4. Students who have missed the acquisition of key domain knowledge and skills are unable to build upon prior knowledge for progress - specifically Year 10 and 11
C	Mental Health and Wellbeing. Effects of prolonged absence from school during lockdown, it's effect on relationships, sense of self and the neglect of healthy living and learning.

Planned expenditure for current academic year

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?
Continue to embed EPT principles in the classroom.	Explanation of domain knowledge, opportunities to interact with domain knowledge and practise skills including interleaving, robust assessment and feedback including low stakes testing ensures that students make good progress consistently across the curriculum.	<ul style="list-style-type: none"> · DfE's catch-up premium guidance · EEF's COVID-19 support guide for schools 	Quality assurance process in school.	NDH/AAF	Termly and ongoing

Ensure that blended learning reflects EPT	In the event of students not being in school, they receive high quality teaching in line with the EPT teaching model.	DfE's guidance remote learning	Investment in staff professional development.	SPB	Termly and ongoing
Total budgeted cost: Whole school budget					
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?
Reading intervention for KS3 students who have a SS below 85 for reading comprehension	All students are able to access the curriculum because they can ascertain meaning from age appropriate factual and inferential text.	EEF Reading at the transition	Research high impact intervention. Staff training to ensure delivery. Regular, dedicated time for intervention.	SFN / SSK	Half termly from February 2021 and ongoing
Targeted intervention for students in Year 10.	Targeted after school intervention in place for students in Year 10 means that those who have developed significant gaps in their learning can catch up.	Students have missed significant face to face teaching of exam material	On a rolling programme starting with 6 weeks of core curriculum - Subject Leader to plan, monitor and evaluate programme	Subject Leaders and SLT Links	Half termly from February 2021 and ongoing.
Targeted intervention for students in Year 11	Targeted 1:1 in school support builds confidences, skills and knowledge for Year 11	National tutoring programme - My Tutor	Roll out and ongoing support from identified senior leaders	AAF/NDH	Termly from Sept 2020 and ongoing

	students with identified gaps in learning.				
Increase capacity for pastoral mentoring	All students are supported with strategies to mitigate the effects of lock down on their well-being and ability to engage with school life.	The Place 2 Be	Plan for the introduction of the Place2Be from January 2021	ELH	Half termly from January 2021