



St. Anselm's College COVID-19 Catch-up Premium Report 2020-21

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	978	Amount of catch-up premium received per pupil:	£62.95
Total catch-up premium budget:	£61,570		

Overview

STRATEGY STATEMENT

- The Government COVID-19 catch-up premium has been established to mitigate the effects of the unique disruption caused by Coronavirus. The grant will only be available for the 2020-2021 academic year.
- Schools should use this funding for specific activities to support pupils to catch up for lost teaching time over the previous months.
- At St. Anselm's College the catch up premium is an essential component to our College funding, which will allow us to analyze and build strategies which ensure our students have a complete educational experience, attain their full potential and ensure that any attainment and progress 'gap' between them and their peers is 'diminished'.
- Our key aim is to close the attainment, progress and student wellbeing gap created by COVID-19 school closures.

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Lower literacy and reading ages than age expected across a range of students
B	Lower numeracy ages than age expected across a range of students –focus on positive growth mindset and confidence
C	Lack of support at home with subject specific knowledge in specific subject areas e.g. Languages & Separate Sciences whilst remote learning

ADDITIONAL BARRIERS

External barriers:

D	Lack of IT resources at home to support remote learning and homework
E	Lack of resilience/independence/motivation and organization for school work – attendance and punctuality to school
F	Concerns relating to Mental Health

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?
Quality first teaching and learning in the classroom	All students will receive at least good teaching and learning either in lesson or remotely	EEF: Quality first teaching and learning strategy	Learning walks/book scrutiny/lesson observations/TEAMS lessons	SLT	Termly
Ensure there is a constant cycle of assessment, feedback and improvement	All students will know how to improve further and reach their target grade	EEF: Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.	Learning walks/book scrutiny/lesson observations	SLT	Termly

<p>To further develop opportunities to challenge, question and support in all subject areas with a focus on developing literacy and numeracy skills</p>	<p>All lessons will be focussed on a set T&L foci: 'Pupil Premium First'. All teachers will focus on the concept of - Seat First, Challenge First, Question First and Support First. PP students will receive quality first verbal and written feedback.</p>	<p>EEF toolkit: Feedback: High impact for low cost based on moderate evidence +8. 'Feedback studies tend to show very high effects on learning'.</p>	<p>Lesson observations, learning walks & work scrutiny will highlight evidence of the T&L foci. Feedback from student voice.</p>	<p>SBC</p>	<p>Termly</p>
<p>Ensure all students have IT & Revision resources at home to support remote learning and homework</p>	<p>All students will be able to access all necessary resources needed to support their learning</p>	<p>Students will be well equipped for independent learning</p>	<p>Engage both parents and students – identify their needs, keep a log of this and review</p>	<p>SBC</p>	<p>Half termly</p>
<p>Total budgeted cost:</p>					<p>£28,059</p>

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?
To set up a homework club for students struggling to complete HWK/Revision at home	All students will have one to one support available for completing hwk	EEF: Evidence also suggests that how homework relates to learning during normal school time is important. In the most effective examples homework was an integral part of learning	Monitor SMWHK online	SLs	Termly
Employ additional tutors specifically for Catch-up	Tutors will offer support not only in lessons but also out of lessons during study sessions periods in a range of specialist subject areas: Spanish Chemistry Physics Biology RE English Maths	EEF: One to one tuition offers greater levels of interaction and feedback compared to whole class teaching which can support pupils spend more time on new or unfamiliar overcome barriers to learning and increase their progress through the curriculum.	Review end of unit assessments	SLs	Termly

To develop a 'Literacy and Numeracy' lunchtime Master class	Improvements in Maths and English grades 7-11	EEF Toolkit states that students who received catch up intervention <i>'Develop more positive attitudes towards College and rapidly increase their reading ages'</i>	Early identification of cohorts via SATs and primary liaison data – analysis of data at each data collection yrs. 7-10. Progress tracked via PP tracking and Individual Pupil Premium Progress Plans and each data input.	SBS/Maths & English Leads	Maths and English leads to review at each data collection point and via book scrutiny.
Total budgeted cost:					£15,011
Other approaches					
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?

<p>To work collaboratively with the pastoral team, college youth worker, EWO and parents to address any barriers to attending College.</p>	<p>Students arrive to college daily and on time.</p>	<p>EEF Toolkit – <i>‘The association between parental engagement and a child’s academic success is well established’</i>. There is a strong correlation between attendance and GCSE outcomes. DfE states ‘pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs A*-C or equivalent and 2.8 times more likely to achieve 5+ GCSEs A*-C or equivalent including English and mathematics than pupils missing 15-20% of KS4 lessons’</p>	<p>Clear and consistent communication with students and parents via Connect Ed & assemblies Effective work with the EWO and messages re: FPN and the importance of attendance.</p> <p>Messages via form time and monitoring via the form teacher and HOY.</p> <p>Rigorous monitoring of targeted students meeting with the College youth worker or counsellor and outcomes shared with staff as needed.</p>	<p>Pastoral Team</p>	<p>Weekly</p>
<p>To develop a culture of positive growth mindset in College</p>	<p>Students will develop a ‘Can do’ approach and become more resilient, independent learners.</p>	<p>To encourage students to be more resilient to prepare them for their future careers</p>	<p>Regular meetings with PP students – feedback from parental questionnaires – feedback from College mentors and counsellors</p>	<p>SBC</p>	

To pro-actively support students mental health and wellbeing	Students will feel safe and supported in College	Social & Emotional Learning interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment	Feedback from students/staff/parents and counsellors	Weekly at pastoral meetings	
				Total budgeted cost:	£18,500