

## Covid-19 Curriculum Catch Up Premium

<b>School</b>	Heron Hall Academy				
<b>Academic Year</b>	2020 - 2021	<b>Total Budget</b>	£78,000	<b>Date of Review</b>	September 2020
<b>Total Number of Students</b>	986	<b>Number of PP Students</b>	304 (Arbor 22/09/2020)	<b>Next Review Date</b>	January 2021

The Education Endowment Foundation report recommends school take a tiered approach to Pupil Premium spending. It recommends that teaching should be the top priority, including professional development, training and support for early career teachers and recruitment and retention.

Targeted support for struggling pupils should also be a key component of an effective Pupil Premium strategy, as well as strategies that relate to non-academic factors including attendance, behaviour and social and emotional support.

### i. Quality Teaching for all

Action	Implementation	Who (Targeted students)	Rationale (Evidence)	Budget
Improvement in quality of feedback and response to feedback	Staff development through INSET days, staff meetings and the QA of the teaching and learning process	All students	Education Endowment Foundation found high impact for little cost (+8 months per annum) based on moderate evidence	Costs include: <ul style="list-style-type: none"> <li>➤ Recruitment</li> <li>➤ Evaluation software – Survey Monkey (£300) subscription</li> <li>➤ Resourcing</li> <li>➤ G Suite add-ons</li> </ul> Total: £6300 – other comes from other budgets.
Staff CPD on knowledge and retrieval strategies	Staff development through INSET days, Butterfly, Wednesday Whispers. Implementation through Department time within curriculum/ SOW	All students	EEF found high impact for little cost (meta cognition and self-regulation +7 months) based on extensive evidence	
Creation of VLE – Google Classroom	Staff and student training	All students	EEF found moderate impact for low cost (+5 months)	
Resourcing - Retrieval Placemats	Butterfly	All students	EEF found high impact for low cost when strategy is	

			used routinely and consistently (+7 months)	
GL Assessment for KS3	Whole school baseline measure to identify gaps in learning and planning for progress	All students in KS3	To generate a consistent baseline for all students across core subjects	

Toolkit Strand ^ Cost v Evidence Strength ^ Impact (months) v

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**Feedback**  
High impact for very low cost, based on moderate evidence.

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**Metacognition and self-regulation**  
High impact for very low cost, based on extensive evidence.

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**Reading comprehension strategies**  
High impact for very low cost, based on extensive evidence.

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ii. Targeted Academic Support

Action	Implementation	Who (Targeted students)	Rationale (Evidence)	Budget
Summer School	Bespoke curriculum offered to all Year 10 (now 11) students focusing on missed learning during lockdown	Year 10 → Year 11 students Identified PP students and encouraged enrolment on course	EEF found low impact for moderate cost based on moderate evidence (+2 months)	Costs include:  ➤ Staffing ➤ Saturday school/Half-term intervention ➤ Licensing for Lexia
ECA Online Summer School	Working alongside ECA to deliver online lessons to Year	Year 10 → Year 11 students	EEF found moderate impact for moderate cost (digital technology) (+4 months)	

	10 (now 11) students to develop knowledge and skills	Identified PP students and encouraged enrolment on course		<ul style="list-style-type: none"> <li>➤ Ruth Miskin Resources</li> <li>➤ Cover costs</li> <li>➤ NTP subsidised cost (TBC)</li> <li>➤ Small group tuition costs</li> </ul> <p>Total: £36,377</p>
Saturday school/ half-term intervention	Identify focus students through department data and identify staff availability. Ensure proportional PP attendance.	PP students	EEF found low impact for moderate cost based on moderate evidence (+2 months)	
Reading Comprehension Strategies - Lexia	Identify focus students (75% PP). Delivery of programme by trained TA.	Year 7 & 8 students with weakest reading ages (extra 50 licences). Additional funding could be used to expand licences and support Year 9 & 10 students where need is identified.	EEF found high impact for low cost based on extensive research (+6 months)	
Reading Comprehension Strategies – Ruth Miskin	Identify focus students (75% PP). Delivery of programme by trained teacher. Cover costs to consider for delivery and impact on wider curriculum.	Year 7 students with weakest reading ages and lowest levels of literacy. 30 students across two groups of 15.	EEF found high impact for low cost based on extensive research (+6 months)	
One-to-one tutoring (NTP)	Identify focus students from KS3 and KS4 with a focus on disadvantage. Use of school data to identify need and weakness. Interest registered with NTP – October release of further information.	Disadvantaged students who are underachieving in all year groups.	EEF found moderate impact for high cost based on extensive research (+5 months)	
Small group tuition	Identify focus students from KS3 and KS4 with a focus on disadvantage. Use of school data to identify need and	Disadvantaged students who are underachieving in all year groups.	EEF found moderate impact for moderate cost based on limited evidence (+ 4 months)	

	weakness. Interest registered with TeachFirst – November release of further information.			
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### iii. Wider Strategies

Action	Implementation	Who (Targeted students)	Rationale (Evidence)	Budget
Purchase Chromebooks for Year 11 disadvantaged	Identify disadvantaged students who do not have access to technology at home.	Year 11 FSM (10 students)	To allow access to G.C. and online resources to narrow attainment and progress gap.	Costs include: <ul style="list-style-type: none"> <li>➤ Hardware (Chromebooks)</li> <li>➤ External speakers</li> <li>➤ CPD resources</li> <li>➤ Staffing costs (counsellor)</li> <li>➤ Student resources</li> <li>➤ Brilliant Club &amp; First Write membership/ subscription costs</li> </ul> Cost: £36,690
Purchase Chromebooks for disadvantaged student body who have no access to technology at home	Identify disadvantaged students who do not have access to technology at home.	250 students (165 PP)	To allow access to G.C. and online resources to narrow attainment and progress gap.	
To reduce attendance gap between disadvantaged (PP) and non-disadvantaged peers to less than 2%	Tracking by HoY and MSG on Arbor. Current PP attendance today 81.6%/ 87.8% compared to all 85.6%/ 88.9%	Disadvantaged students – all year groups	No study available. Better attendance shows high impact on performance according to school's own data	
Social and emotional learning through STRIVE days and individual support plans	Calendared STRIVE days and support by form tutor. Access for disadvantaged students to social and emotional support through school counsellor.	All student  Student body with a focus on SEND students	EEF found moderate impact for moderate cost based on extensive research (+4 months)	
STRIVE/ Cultural Capital. Funding external speakers	Sourcing external speakers for STRIVE values or increasing cultural capital	Year groups Disadvantaged students within student body		
Behaviour interventions and restorative justice and	Staff CPD on restorative justice and restoring classroom equilibrium	All students	EEF found moderate impact for moderate cost based on	

September 2020

employment of an SEMH mentor			extensive research (+3 months)	
Provision of revision resources for KS4 students	Identification of access to resources (disadvantaged students). Purchase of appropriate revision materials.	Year 11 PP	EEF found moderate impact for low cost (+5 months)	
Brilliant Club and First Write	Identification of participating students (disadvantaged)	Year 8 & 10 (BC)		
Wider staff deployment	Premises staff needed to set up for Saturday school and half term interventions.	All students		4 members of premises site.  Overall budget cost:  <b>£79,367</b>