



HALL MEAD
SCHOOL

**Coronavirus (COVID-19)
catch-up premium:
Grant use academic
year 2020 to 2021**

How it is intended that the grant will be spent?

Hall Mead Catch-Up premium will be prioritised for the provision of personal tuition for disadvantaged students in a range of subjects where class teachers, Heads of Subject or Learning Mentors identify underperformance. The budget will also be used to run similar small group provision for students not in receipt of Pupil Premium or deemed disadvantaged, but who have made less progress due to not physically being at school.

In KS 3 English we will identify students who are performing most below their forecast expectation in English, given entry data, and deliver specialist English teaching in small groups. This will be done fortnightly in our Library lesson to add further value to this time and in the other week within one no-core lesson on a variable schedule. This will ensure minimal loss of learning from the non-core

subject affected as the same lesson is not missed repeatedly. This will also ensure students are not demotivated by being withdrawn from lessons that individual particularly enjoys.

We chose to use a subject specialist appointed by us rather than through the NTP as we have a guarantee of quality and consistency. Using staff appointed for these roles also means we will have flexibility to timetable interventions when best suits our students rather than the fixed six-week batches of tuition most NTP agencies offered. We do however recognise the validity and potential in using the NTP to deliver other interventions and will bring additional plans on-stream through that approach according to need and relevance of the strategy.

In KS 3 Maths we will identify specific skills gaps in content that has been covered and address these in withdrawal lessons from non-core subjects. These gaps will be recorded in a spreadsheet by Maths teachers and we will prioritise disadvantaged students for the closing of gaps tuition. No one pupil will be withdrawn consistently from the same subject for more than 3 weeks to ensure no irreversible gaps is created in that non-core subject.

We will employ an extra member of teaching staff to allow us to make group sizes smaller and build in capacity for personal tuition as required from our specialist staff.

For KS4 we plan a May half term and Easter revision programme to ensure any gaps identified can be filled by extra tuition from subject teachers.

We will also direct budgets towards supporting subject leaders to re-write curricula to address any identified subject knowledge/skills gaps for the majority of students, caused by loss of learning due to school closures. Work has already been undertaken in this area as part of our return to school programme.

How the effect of this expenditure on the educational attainment of those students at the school will be assessed?

- Extra personal tuition for disadvantaged students – monitored by learning mentors to measure closure of identified gaps.
- KS 3 English – English class teacher to monitor individual students' reading, through Accelerated Reader, and written work and move students in or out of intervention group as identified by learning needs. Intervention teacher to run assessment at end of programme to assess if students requires further intervention.

- KS 3 Maths – assessment at end of 2/3 week intervention. Evaluation against agreed learning outcomes.
- Extra member of teaching staff – review of whether delivery of bespoke programmes for vulnerable students is enabled by curriculum observation.
- For KS 4 revision programme – does GCSE performance maintain consistency with previous years, considering cohort performance data?
- Re-written curriculum plans to address subject gaps – evaluated by SLT line manager and curriculum manager.