

COVID Catch-up Premium Funding

This funding is to support children and young people to catch up lost time after school closure. This is especially important for the most vulnerable and disadvantaged backgrounds. To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published coronavirus support guide for school with evidence-based approaches to catch up for all students. We have adopted this guidance to help develop our teaching, target academic support and other wider strategies.

Teaching

- As part of the whole school professional programme, staff have been provided with specific training on effective teaching strategies for the current settings in classrooms. This includes, explicit instructions, scaffolding, cognitive and metacognitive strategies, all of which are key components of high-quality teaching and learning.
- Effective diagnostic assessments are rooted in the classroom practice and include a range of low and high stakes.

Targeted Academic Support

The approach we have taken to provide targeted support to students follows the evidence indicating that small group and one to one intervention can be a powerful tool for supporting pupils. High-quality teaching should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress. These interventions should be carefully targeted through identification and assessment of need and the intensity should be monitored.

We have set up two programmes, the first is designed improve reading accuracy and comprehension in pupils with reading difficulties, and the second will help improve mental arithmetic and numeracy skills. Students across Years 7 to 11 have been carefully selected to benefit the most out of these programmes. Below is how we are delivering small group tuition.

1. Year 11 students who targeted to achieve at least a Grade 5 in both English and Maths, but have not reached this grade in their first landmark assessment will receive small group tuition in English and Maths. This will occur in two 20-minute sessions in each subject. These sessions will be delivered by members of staff from each the English and Maths departments.
2. Targeted Reading Support Programme for Students in Years 7 to 10 delivered by the Higher-Level Teaching Assistant in the English Department
3. Targeted Numeracy Support Programme for Students in Years 7 to 10 delivered by the Higher-Level Teaching Assistant in the Maths Department

4. Lunchtime Study Clubs in different year groups bubbles to allow students to develop independent study skills
5. Structured intervention during the Easter Holiday for Year 11 students to help prepare for both the early GCSE Examination in English and Maths and all other GCSE examinations

We have also set up one to one tuition in English and Maths for our Year 11 Disadvantaged students who are targeted to achieve at least a Grade 4. Research shows that a one to one intervention strategy is more effective with less able students. Students would have a 20-minute session to ensure they retain the work covered in an intervention's session.

Wider Strategies

A large and often unrecognised part of teachers' work has always involved providing support for pupils' social, emotional and behavioural needs. Understandably, the impact of Covid-19 closures means that we have had to revisit our approach, to secure support in readiness for this new school year.

We have continued to embed our school values so that all staff and students consistently can demonstrate these. The Ashmole Values are: Endeavour, Reflection, Responsibility, Professionalism, Respect and Co-operation.

We have introduced a new pastoral curriculum based on a character education so that all students understand the core ethical values such as caring, honesty, fairness, responsibility, and respect for self and others, to form the basis of a good character. It is important to model these values, so that they can be dissolved in the life of the school, studies and discussions held during tutor time, and are celebrated in their manifestation in the school and community.

Good character involves understanding, caring about, and acting upon core ethical values. A holistic approach to character development therefore seeks to develop the cognitive, emotional and behavioural aspects of life. Students grow to understand core values by studying and discussing them, observing behavioural models, and resolving problems involving the values. Students learn to care about the core values by developing empathy skills, forming caring relationships, helping to create a community, hearing illustrative and inspirational stories, and reflecting on life experiences.

Our PHSCE curriculum also offers an excellent starting point to be responsive to pupils' social and emotional needs after lengthy school closures.

We have provided extensive pastoral support to pupils and families throughout the pandemic. Additional support in the new school year includes providing regular and supportive communications with parents/carers, especially to increase attendance and engagement with learning. In addition, systems have been set up for consistent and continued communication when students have to self-isolate.

The COVID Catch UP funding will be spent on:

- Staffing, including recruiting new staff to deliver targeted support
- Resources for students
- Revision sessions