

## COVID-19 CATCH-UP PREMIUM NEEDS ANALYSIS AND STRATEGY 2020/21

SUMMARY INFORMATION			
Name of School	Hamilton School	No. on roll in Y7-Y11 (Oct 2020)	40
School CU Lead	Claudine Muller	Total budget	£15,360

### Gap identification procedures

Initial formative assessments of all pupils on return in September utilising the Star assessment package  
 At end of September 2020 summative assessment of all pupils – Recorded as an additional Data Point  
 Analysis of data information to identify areas of concern – globally / cohort level / individual

**Overriding aim is to ensure any spend against the catch-up premium is based on a needs analysis, rooted in research informed procedures, which can be explained and supported using data as far as possible.**

IDENTIFIED CONCERN	ACTION	KPI	PROJECTED SPEND	STAFF LEAD	WHEN WILL THIS BE REVIEWED?
<p>Increased number of pupils in school with emotional and mental health problems due to experiencing the trauma of the COVID 19 pandemic</p> <p><i>The EEF state: On average, SEL (Social, Emotional Learning) interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.</i></p>	<p>Pastoral support offered to all students (tier 1 intervention: see attached Therapy at Hamilton School doc).</p> <p>All classroom staff: Trauma Training 2, 8 &amp; 22 September by Deb Robinson, Trauma Informed Practitioner, BFFC</p> <p>ELSA training by Claire Lewis, EP, BFFC, 6<sup>th</sup> October – 2<sup>nd</sup> December, for all TAs and School Care Officer; this will fall within our tier 2 interventions (see attached Therapy at Hamilton School doc).</p>	<p>Attendance is in line with the national; students are able to re-integrate or transition successfully into the school on their return in September; students are able to deal with possible future short-term closures and re-integrations.</p>	<p>£0</p>	<p>JS</p>	<p>October half term 2020 (pastoral support/Trauma Training efficacy) and Dec 2020 (ELSA training)</p>

<p>The school recognises that pupils learn better and are happier if their emotional needs are being met.</p> <p><i>Emotional needs impact the ability and readiness to learn. Targeted therapies have been proven to impact on emotional wellbeing. ELSA is a recognised effective approach to develop children's emotional literacy skills and TAs are trained by Educational Psychologists (<a href="http://www.elsanetwork.org">www.elsanetwork.org</a>).</i></p>					
<p>Gaps are apparent in all year groups for reading, maths, writing and Spag due to COVID 19 (see baseline data and QLAs for cohorts).</p> <p><i>The EEF state: Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Tuition in groups of two has a slightly higher impact than in groups of three, but a slightly lower impact than one to one tuition. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.</i></p>	<p>Teachers to efficiently and accurately identify gaps in learning across whole cohorts using Star baseline assessment and B Squared assessment systems; data entered in autumn 1.</p> <p>Staff to focus on key conceptual stepping stones so that pupils' learning can continue to progress; teachers use B Squared milestones to check and support students to fill gaps.</p> <p>HLTA Interventions to be recruited to deliver 1:1 or small group literacy and numeracy interventions in the Interventions classroom. Recruitment date as soon as possible, part-time to last until July 2021 or full-time for approximately 2 terms, within £15,360 budget.</p>	<p>90% of pupils attending Interventions have their gaps identified and they are supported to close these gaps.</p>	<p>£15,360</p>	<p>JS</p>	<p>December 2020</p>

<p>70% of students are identified as needing support for reading.</p> <p>EEF state:</p> <p><i>On average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</i></p> <p><i>EEF study findings for Accelerated Reader: The study found that Year 7 pupils who were offered Accelerated Reader made 3 months' additional progress in reading compared to other similar pupils. For pupils eligible for free school meals the figure was 5 months' additional progress.</i></p>	<p>Purchase Accelerated Reader  Staff training on accelerated Reader  Purchase electronic books for Accelerated Reader</p>		<p><i>(Accelerated Reader inclusive of user licences, electronic books &amp; staff training = £3,294.00).</i></p> <p>Projected spend £0 from this fund as already absorbed into budget</p>	<p><b>LS</b></p>	<p>February 2021</p>
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