

COVID catch-up premium report

COVID catch-up premium spending: summary

This is a live document and subject to review/change.

Summary Information			
Total number of students:	Years 7 – 11: 1071	Amount of catch-up premium received per student:	£80.00 (funding based on 1048.5 students)
		Total catch-up premium budget:	£83,880
Disadvantaged Students (%)	253 (24%)		
SEND (%)	184 (17%)		
BAME (%)	235 (22%)		

Strategy Statement

The Marlborough Science Academy is committed to shaping futures and ensuring that all students have the opportunity to succeed. Our aim is to support the reengagement of students and bridge any gaps in learning following the Covid-19 pandemic lockdown. In addition, to ensure that we are able to continue to provide all students access to their future learning and that any partial closures have a minimal effect on learning and wellbeing. These strategies will make sure that all students receive the education, opportunities and support to enable them to achieve the highest possible outcomes.

Barriers to Learning

Barriers to Future Attainment	
Academic barriers:	
A	Ensure that students have positive levels of wellbeing, are confident and able to achieve despite the closure and the ongoing impact of the pandemic.
B	Ensure that all students are reengaged in their learning and that any gaps in knowledge are addressed through the different strategies employed.
C	Ensure that we are able to continue to provide uninterrupted high-quality learning for all students as the pandemic continues to impact.

Additional Barriers	
External barriers:	
D	Ensure structures are in place to support students' wellbeing and academically in accessing their learning if they are required to self-isolate including regular online contact with members of staff and access to technology.
E	Ensure parents are informed and positively supporting students with their learning

Planned Expenditure for Current Academic Year

Quality of teaching for all

Action	Intended outcome and success criteria	What is the evidence and rationale for this choice?	How will you make sure it is implemented well?	Staff lead	Cost	Review/Impact
Ensure staff are supported with technology so they can provide stimulating online live learning and recorded lessons.	<ul style="list-style-type: none"> Embed the online learning steering group, consisting of teaching staff from across the faculties, to provide guidance, support and training videos for staff so they are empowered to provide vibrant and engaging on-line learning. Purchase of XP-PEN Graphics Drawing tablets 	<ul style="list-style-type: none"> Learning Counts with regards to the most helpful kind of support during online lessons. 	<ul style="list-style-type: none"> Staff online learning survey to show an increase in the number of staff feeling confident in using all elements of technology for online learning effectively. Increased number of online lessons recorded. Increased use of Loom and PowerPoint lessons. Students engaging and feeling supported with their online learning. 	Online Learning Steering Group / MFN	£98.34	<ul style="list-style-type: none"> During the second lockdown the majority of lessons were live online lessons Student engagement was tracked using Teams CPD is ongoing, we had a twilight INSET which all teaching staff were involved in and had the opportunity to try out different online learning tools. Additional CPD has been provided through a number of external webinars, ATO has a record of these. Top teaching tips and dissemination of good practice continues through MFN and faculty meetings. Are being utilized by different faculties to support learning opportunities.

Action	Intended outcome and success criteria	What is the evidence and rationale for this choice?	How will you make sure it is implemented well?	Staff lead	Cost	Review/Impact
Provision of online learning package for Key Stage 3 students in Science.	<ul style="list-style-type: none"> Faculty able to provide appropriate and engaging work for students at Key Stage 3 in Science. All Key Stage 3 students successful in their Science learning and able to access their home learning. 	<ul style="list-style-type: none"> Successful completion of online learning at Key Stage 3. 	<ul style="list-style-type: none"> Key Stage 3 students have access to Doodle to support their learning in Science. Assessments and grade card data shows students are achieving in line with expectations. 	DEE	£379	<ul style="list-style-type: none"> All Key Stage 3 students have access to Doodle to support their learning for Science. Doodle has been used to support our online provision and home learning.
Extension of provision of online package for 2021-22 to Key Stage 3, 4 and 5 students in Science	<ul style="list-style-type: none"> Faculty continue to provide appropriate and engaging work for all students in Science. 	<ul style="list-style-type: none"> Successful completion of online learning at Key Stage 3, 4 and 5. 	<ul style="list-style-type: none"> Key Stage 3, 4 and 5 students have access to Doodle to support their learning in Science. Assessments and grade card data shows students are achieving in line with expectations. 	DEE	£1360	<ul style="list-style-type: none"> All students have access to Doodle to support their learning for Science. Doodle has been used to support our online provision and home learning.
Provision of online learning package for Key Stage 3 students in Modern Foreign Languages	<ul style="list-style-type: none"> Faculty able to provide appropriate and engaging work for students at Key Stage 3 in MFL. All Key Stage 3 students successful in their learning and able to access their home learning. 	<ul style="list-style-type: none"> Successful completion of online learning at Key Stage 3. 	<ul style="list-style-type: none"> Key Stage 3 students have access to Studio Student ActiveBook for French and VIVA Student ActiveBook for Spanish to support their learning in MFL. Assessments and grade card data shows students are achieving in line with expectations. 	KHL	£553.97	<ul style="list-style-type: none"> All Key Stage 3 students have access to the ActiveBook resource. This has been used to support our online provision and home learning.

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Provision of online virtual GCSE resources for Year 11 students	<ul style="list-style-type: none"> • More engaging online lessons for all Year 11 students • All Year 11 students enjoying and successful in their learning. 	<ul style="list-style-type: none"> • Learning Counts feedback on preferred online learning styles 	<ul style="list-style-type: none"> • Year 11 students have access to online virtual GCSE resources to support their learning in all subjects • Assessments and grade card data shows students are achieving in line with expectations 	MFN / DCK	£220	<ul style="list-style-type: none"> • Purchased VidLEARN and made the package available to all Year 11 students to support them with their online learning and provide additional revision materials
Provision of high-quality revision and assessment materials in Science and support for targeted students	<ul style="list-style-type: none"> • Appointment of GCSE Interventions lead in Science • Provision of Science revision resources to support students in preparation for their assessments and PPEs • Work with the Multi-disciplinary teacher to identify and support students with gaps in their learning in Science 	<ul style="list-style-type: none"> • Students accessing their assessments and PPEs with positive results • Students on track and enjoying their learning 	<ul style="list-style-type: none"> • Students have access to the revision materials • Assessments and grade card data shows students are achieving in line with expectations 	RYN/DEE	£2,276	<ul style="list-style-type: none"> • RYN is in the process of putting together an impact report.
Session with Herts Science Advisor re Teaching and learning and supporting gaps in learning	<ul style="list-style-type: none"> • Staff aware of how to identify gaps in learning and how best to support students 	<ul style="list-style-type: none"> • Students on track and no gaps in knowledge 	<ul style="list-style-type: none"> • Assessments and grade card data shows students are achieving in line with expectations 	DEE	£800	<ul style="list-style-type: none"> • Gaps in learning bridged and students accessing the full curriculum.
Total budgeted cost:					£5687.31	

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	Cost	Review/Impact
Re-engagement of the students that became disengaged during lockdown	<p>Employment of a multi-disciplinary re-engagement teacher to:</p> <ul style="list-style-type: none"> • Provide point of contact for disengaged students. • Identify their needs and provide support sessions to meet their needs and enable them to fully integrate back into school. • Liaise with parents to ensure they are involved with the student's reengagement with learning. • Liaise with the HOFs and DoLs to identify further students that would benefit from reengagement work. • Set up an after-school learning Hub for Year 11 students to allow them to study in their own safe and supervised area. • Liaise with the careers lead to ensure students unsure of their next steps have a Connexions interview and are aware of the opportunities 	<ul style="list-style-type: none"> • Monitoring of students' progress during the extended lockdown period identified that some students were struggling to engage with their learning for various reasons 	<ul style="list-style-type: none"> • Measure the impact against initial student needs identified in the student profiles completed in September 2020. • Progress of disengaged students in identified subjects following re-engagement interventions. • PPE and assessment results for individual students. • Students clear about their next steps and gaining places on their preferred courses. • Students that became disengaged during lock down accessing and completing online learning provision. 	ASN / NWR	£33,880	<ul style="list-style-type: none"> • See separate Impact reports. • Updates given at Governors Curriculum Committee on 11th February and 17th June

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	<p>available to them.</p> <ul style="list-style-type: none"> Extend individual and group support sessions to Key Stage 3 students. Purchase of BounceTogether, an online survey tool, to support and identify areas of need/successes with individual student questionnaires. Year 10 Ignition Workshop provided by Dr Martin van der Spoel in preparation for the Year 10 assessments. Year 10 into 11 Springboard Conference held in the school holidays prior to the start of 2021-22 academic year to refocus students prior to starting Year 11, 	<ul style="list-style-type: none"> To motivate students and to support them in thinking about revision techniques that are suited to their needs. To identify and fill gaps in learning and help students prepare for the start of term. 		<p>MFN / NWR</p> <p>DCK / NWR</p>	<p>£1149</p> <p>£575</p> <p>£4253.35</p>	<ul style="list-style-type: none"> This has enabled us to collect student views on the provisions that have been put in place and conduct a wellbeing survey, the results of which are currently being looked at by the pastoral team. See Impact report. See Impact report
Bridge the gaps in students learning once identified	<ul style="list-style-type: none"> Faculties to identify gaps for each student in their learning in each subject using assessments during September, adjust 	<ul style="list-style-type: none"> National evidence indicates the need for some recovery curriculum to be implemented. 	<ul style="list-style-type: none"> PPE, assessment and exam results for individual students are in line with their peers and expectations. 	DCK / NWR		<ul style="list-style-type: none"> Multi-disciplinary teacher has been working with students to bridge any gaps There was some

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	their art portfolio work.					
Ensure SEND, PP and BAME student's needs are identified quickly, and interventions put in place	<ul style="list-style-type: none"> • Multi-disciplinary re-engagement teacher to meet with all PP students in years 10 and 11, during the first half term to identify support needed to maximise their learning. • SEND team to build on the work carried out during lockdown, supporting teachers in identifying learning gaps and developing SEND plans for identified students. The team will continue to monitor and support students, with a particular focus on their mental health and wellbeing. • All SEND students have been provided with an AT mentor/key worker. • Our AT with responsibility for EAL is working alongside our Intervention and Inclusion officer who is meeting with all BAME students to check on their mental health and wellbeing. • The EAL AT is monitoring the 	<ul style="list-style-type: none"> • Monitoring of our vulnerable students' progress through regular contact by the SEND and Pastoral Teams during lockdown. 	<ul style="list-style-type: none"> • PPE, assessment and exam results for SEND, PP and BAME students are in line with their peers and expectations. • Positive feedback from students when the initial student profiles are revisited. • SEND, PP and BAME students feel supported with their online learning provision and are successfully completing this. 	SRB / NML / DCK / NWR		<ul style="list-style-type: none"> • See Impact reports as above. • This is ongoing. • Grade cards for Years 7, 8 and 9 are in the process of being completed and will be analysed to assess progress. • Weekly contact is being made with EHCP and high needs students. • During lockdown an engagement tracker was put in place to assess how students were engaging with their remote learning. If students were not fully engaging, they were being contacted by their Director of Learning and any concerns addressed. • Students who did not fully engage during lockdown have been targeted for support with the Re-Engagement Lead.

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	<p>progress of all BAME students alongside their subject teachers. Any students who are identified as having gaps in their learning or who are not making the expected progress will have appropriate support and interventions put in place to support them to make the expected progress.</p> <ul style="list-style-type: none"> • Small group and 1-1 interventions for identified students to support their learning. • During the second lockdown keyworker and vulnerable students were supported in school throughout by our Re-Engagement Lead and the Specialised Learning Team. 				£4307	<ul style="list-style-type: none"> • Provision was made for students in school, and they were fully supported and able to access their online learning with specialist provision in place.
Ensure students have access to technology for their online learning	<ul style="list-style-type: none"> • Identify students without access to online learning and provide them with suitable hardware and software to ensure that they can make full use of all available online resources. • We had a bank of 63 old 	To ensure that students are able to access their online and home learning.	All students can access online resources and have support in the use of the technology.	MFN / DCK	£11924	<ul style="list-style-type: none"> • To date we have provided 124 laptops/Chromebooks for students to ensure they can access their online learning. We had 63 old laptops and 50 Chromebooks provided by the government.

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	laptops and initially had 50 Chromebooks that were provided by the government. <ul style="list-style-type: none"> • In addition, we have purchased another 50 Chromebooks. • The government provided us with 5 data dongles and Post 16 bought 2. • We will purchase 6 more data dongles and 13 SIM cards so that we have these available. 				£708.36	<ul style="list-style-type: none"> • We have also provided 7 data dongles • We still have 40 Chromebooks available and are in the process of purchasing some more data dongles • Parents have been informed that they are able to keep the laptops/ Chromebooks and data dongles to support learning until the end of the summer term.
Provide online face-to-face support for students that are self-isolating	Multi-disciplinary re-engagement teacher to set up a programme of support for students that are self-isolating, so they have a point of contact at least twice a week over the two weeks of isolation.		<ul style="list-style-type: none"> • Student feedback on the support that was provided. • Students accessing and completing their online learning whilst away from school. 	NWR / ASN		<ul style="list-style-type: none"> • This has been taking place for targeted students whilst in lockdown to support students' wellbeing and access to their learning. • A questionnaire will be completed on return to school to measure the impact (see Impact report). • Those involved have said that they feel supported.
Total budgeted cost:					£58,734.08	

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	Cost	Review/Impact
Ensure that all students are engaging with their remote learning	<ul style="list-style-type: none"> All students attending live online lessons and completing remote learning Non-attendance at remote learning lessons tracked and students contacted to offer support Setup engagement registers using SIMS and Edulink Track the engagement of students in lessons using a TEAMS excel spreadsheet <ul style="list-style-type: none"> Purchase Class Reporter software (plus renewal for 2022 @ £200) 	<ul style="list-style-type: none"> A number of students did not engage with their learning during the first national lockdown To ensure that all students are learning and making the necessary progress 	<ul style="list-style-type: none"> Track lack of attendance at online lessons/completion of remote learning Contact individual students via the Directors of Learning to offer support as appropriate 	<p>MFN / ASN / JGS / DoLs</p> <p>MFN</p>	<p>£400</p>	<ul style="list-style-type: none"> We were able to identify students who did not access all of their learning which led to some receiving study support, a laptop or Chromebook or technical support as required Attendance procedures and communication with parents/carers continued as per normal. Registers were being completed by staff for each lesson, Edulink was amended to support with this. This is ongoing. We have purchased the Class Reporter software, and this is helpful in identifying which lessons students have been less engaged with on an individual basis.
Ensure that students mental	<ul style="list-style-type: none"> All students to attend a wellbeing session and 	<ul style="list-style-type: none"> Reports with regards to student 	<ul style="list-style-type: none"> Reduction in the number of students identified as being in 	JGS / WAD / RBR	£15,125	<ul style="list-style-type: none"> The work of the healthy minds lead has been

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health and wellbeing is supported	complete a survey with regards to their wellbeing to help identify any areas of need. <ul style="list-style-type: none"> • Ensure all students know the signs of poor mental wellbeing and are signposted to all available support. • Appointment of a Health Minds Lead for one and a half days per week to work alongside existing pastoral staff to ensure post 16 students wellbeing is supported. • Extension of appointment Health Minds Lead for half a day a week during 2021-22 	health nationally and how this has been impacted through Covid-19 <ul style="list-style-type: none"> • To mitigate any ongoing effects of the pandemic lockdown and ensure positive levels of wellbeing. • Allow students to confidently approach their learning 	need of wellbeing support. <ul style="list-style-type: none"> • Testimonials and positive feedback from students accessing wellbeing provision. • Case studies on the students of the impact of the mental health and wellbeing interventions. 		£2977.15	really positively received <ul style="list-style-type: none"> • Feedback from students is being formalised • Provision of a sleep hygiene video resource available for all students on the pastoral hub
Total budgeted cost:					£18,502.15	

Additional Information

In making decisions about the most effective use of the catch-up fund we have referred to:

- DfE's catch-up premium guidance
- EEF's COVID-19 support guide for schools
- Our own monitoring during the extended closure
- Assessments undertaken in September with all students in all subjects
- Ongoing analysis of grade card and assessment data
- Learning Counts sessions
- Wellbeing questionnaires and 360 student profiles

Provision	Budget Allocation (£83,880)	Budget Total
Multi-Disciplinary Teacher	£33,880	£50,000
Mental Health Lead	£15,125	£34,875
Science GCSE Interventions and Cultural Capital Activities	£2,276	£32,599
Online Key Stage 3 Resources – Doodle (Science)	£379	£32,220
Online Key Stage 3 Resources (MFL)	£553.97	£31,666.03
Online virtual GCSE resources for Year 11 students	£220	£31,446.03
Chromebooks (50)	£11,924	£19,522.03
Data Dongles/SIM Cards	£708.36	£18,813.67
Graphics Drawing Tablets with Stylus (2)	£98.34	£18,715.33
Class Reporter Software Package and renewal 2022	£400 (£200 x 2)	£18,315.33
Curwen Print Art Workshop	£834	£17,481.33
Additional AT support	£4,307	£13,174.33
Easter School	£932	£12,242.33
Bounce Together (1 year subscription)	£1,149	£11,093.33
Congratulation Cards	£171.37	£10,921.96

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Study Skills Intervention (Year 10)	£575	£10,346.96
Doddle Subscription Renewal – KS3, KS4, KS5	£1,360	£8,986.96
Year 10 into 11 Springboard Conference including speaker and learning resources	£4253.35 (£3120 + £150 + £826.55+156.80)	£4,733.61
Science Advisor Visit	£800	£3,933.61
Mental Health Lead 2021-22	£2,977.15	£956.46