

## COVID Catch-Up Impact Statement – 2020-21

### Teaching for current academic year (2020-21)

Measure	Rationale	Expenditure	Evaluation
Headphones	These were purchased to enable in-school key worker bubbles to access online learning during lockdowns	£1,374.22	This enabled all key worker students in school to access online learning during lockdowns.
Laptops, laptop bags and a digital pen	These were purchased for staff to enable them to be able to deliver online teaching from home during lockdowns	£11,897.69	This enabled teaching staff to deliver live lessons each day to students from January to March. It also enabled them to participate in staff CPD sessions to support remote learning.
Hegarty Maths	<p>This is an online programme which was purchased in December 2020. It is an online platform that teaches, assesses and tracks everything a child needs to learn in school maths from upper primary to GCSE level. It includes videos of maths explanations with carefully modelled examples, all videos followed by bespoke assessments perfectly matching the video and a tracking system that allowed teachers to focus on pupils' mistakes whilst making the collection of tracking data easy.</p> <p><a href="https://hegartymaths.com/">https://hegartymaths.com/</a></p> <p>The aim was for the Maths department to use this to support independent learning, the setting of Maths homework tasks and the monitoring of student progress to allow more tailored interventions should they be needed</p>	£2,400.00	The intention was to roll this out to students in January 2021. Unfortunately, we went into another lockdown so the initiation of this has been delayed. The Maths department plan to roll this out to students in September 2021. Each student will be set one task a week using this programme. Further evaluation to follow in December 2021.

### Targeted academic support for current academic year (2020-21)

Measure	Rationale	Expenditure	Evaluation
NTP Programme - My Tutor	<p>This was offered by the DfE. The aim was to make high-quality tutoring available to schools to help disadvantaged students whose education has been affected by continued disruption due to the pandemic. Evidence from the EEF suggests that students who receive a course of small group tutoring can make between three and five months additional progress. The NTP covers 75% of the cost of tuition, and we, as a school, cover the remaining 25% from our budget.</p> <p>We opted to go with MyTutor as our provider:  <a href="https://www.mytutor.co.uk/schools/national-tutoring-programme/">https://www.mytutor.co.uk/schools/national-tutoring-programme/</a></p>	£5062.50	<p>60 students have been targeted across KS3 and KS4 as follows:</p> <ul style="list-style-type: none"> <li>• 16 students in Year 11</li> <li>• 29 students in Year 10</li> <li>• 15 students in Year 9</li> </ul> <p>Tutoring sessions have been delivered virtually from April to June with students.  A full report of attendance and tutoring content for each student has been provided by MyTutor  This will be analysed in conjunction with assessment data from July 2021 for Year 9 and 10 and exam results for Year 11 to fully evaluate the impact with the identified students in September 2021.</p> <p>We will continue with the programme next year. 60 places have been requested. Year 10 assessment data will be used to identify the students we will target. We have also secured funding from InspireHerts, which will fund an additional 70 places for Maths students.</p>
Staffing to support delivery of Maths and English intervention programmes	The Hackney Lit programme follows the English curriculum. All the same key area are covered. It employs evidence based strategies proven to increase progress in English and the wider curriculum for the lowest achieving students in year 7.	£20,000.00	<p>There are 3 groups in year 7 and 2 groups in year 8.</p> <ul style="list-style-type: none"> <li>• 7A - 9 Students (2 girls and 7 boys)</li> <li>• 7B – 6 Students (2 girls and 4 boys)</li> <li>• 7C - 9 Students (1 girl and 8 boys)</li> <li>• 8A – 7 Students (3 girls and 4 boys)</li> <li>• 8C – 8 Students (1 girl and 7 boys)</li> </ul>

	<p>Unit 1 is Spooky Stories. This is a set of short horror stories where the children learn to evaluate texts using “Super Skills”. This unit is designed to develop reading and comprehension skills. Children are also taught the skills needed for effective creative writing. Unit 2 is Text Explorers. This unit covers looking at non fiction writing and using daforrest techniques to write to argue. Debating skills are also explored. Unit 3 covers two short novels where children’s comprehension skills are further challenged.</p>	<p>All classes apart from 7B take place during the allotted English slots for English. Year 7 receive 8 hours per fortnight (7B which takes place 3 times per fortnight in place of MFL). Year 8 receive 9 hours per fortnight. Students were targeted using assessments during the first term of school.</p> <p>Covid has had a huge impact on the effectiveness of the programme. The program is designed to be teacher led with “I do, you do, we do” techniques being used. During the first lockdown it was difficult to set tasks as they need to be initiated by the class teacher. The second lockdown was slightly easier with live lessons, however student participation was poor with many students failing to attend a single lesson. Since returning to school in March 2021, the programme has been able to be delivered as intended. Students have grown in confidence and those who were not comfortable answering questions out loud at the beginning of the year are now comfortable participating in whole class debates. They are happy to read their work out loud and to accept advise and constructive criticism from their peers. All are happy working within their peer groups and their ability to participate in class discussions has improved. Writing skills have improved across the board with many students progressing from a Bronze (emerging) level to a Gold (secure) level.</p> <p>A full evaluation of Maths interventions to take place by September 2021.</p>
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Hackney Literacy training for HLTA	See above for an explanation of Hackney Lit and an evaluation	£450.00	See above for an explanation of Hackney Lit and an evaluation
Resources for SEND	The following was purchased: LASS Testing	£3,311.73	This has enabled the SEND department to screen all students on the SEND register across the school. It has provided a baseline for their progress and needs following lockdowns. Literacy screening has included testing for reading comprehension, spelling, numeracy and non-verbal reasoning. The SEND team have been able to identify students in need of further assessment and have been able to put in place targeted support for those identified as in need. It has also enabled a full audit of the SEND register.
Literacy and Numeracy Resources	Resources purchased to provide targeted literacy and numeracy interventions. Two x 20 min sessions per student per week.	£900.00	This has enabled one TA to be trained to deliver this programme. However, the roll out of this has been delayed until September 2021 as it requires face-to-face delivery and has been impacted by lockdowns and students having to self-isolate at various points during the school year. It has enabled numeracy assessments to take place, however. Further evaluation to take place in December 2021.

### Wider strategies for current academic year (2020-21)

Measure	Rationale	Expenditure	Evaluation
School Counsellor  Counselling	To provide further emotional and mental health support to our most vulnerable and in need students. We carried out baseline assessments as part of our Recovery Curriculum when we returned to school in September 2020 and students in need of support were identified. Identification has continued throughout the year via Heads of Year.	£13,000 (a further £10,000 to be taken for this when next funding allocation is received)  £1500.00 was spent on external counselling prior to the appointment of our in-house counsellor	46 students have received counselling so far. On average: 5-6 students are per day. 20 students have are receiving weekly sessions and the rest fortnightly dependent on initial assessment and severity of concerns.  The main areas of counselling for students are: <ul style="list-style-type: none"> <li>• Generalised Anxiety disorders/social anxiety</li> <li>• Attendance concerns</li> <li>• Symptoms of depression/self-harming tendencies/suicidal ideations</li> <li>• Eating disorders</li> <li>• Bullying</li> <li>• Concerns of sexualised behaviour</li> <li>• Behaviour management</li> <li>• Anger management</li> <li>• Trauma/Post traumatic stress disorder</li> <li>• Family conflict</li> <li>• Bereavement</li> <li>• Identity/Gender dysphoria</li> <li>• Poor self-esteem</li> <li>• Obsessive compulsive behaviours</li> <li>• Panic disorder</li> <li>• Oppositional defiant disorder</li> </ul> Improvements which have been seen:

			<ul style="list-style-type: none"><li>• Reduced anxiety symptoms</li><li>• Staying clean from self-harming tendencies/reduction of suicidal ideations</li><li>• Reduced symptoms of depression</li><li>• Better coping strategies/applying the use of CBT skills to better manage symptoms</li><li>• Increased self-awareness/self-esteem/acceptance and introspection</li><li>• Improved emotional balance &amp; realisation of self-worth/increased self-esteem</li><li>• Reduced symptoms of panic disorders</li><li>• Decreased anger</li><li>• Identification of priorities and goals</li><li>• Increase in school attendance and engagement</li><li>• Decreased symptoms of post-traumatic stress disorder</li><li>• Decreased symptoms of obsessive compulsive behaviours</li><li>• Improved interpersonal relationships</li><li>• Successful referral to further external sources should they require a different type of therapy/psychotherapy or further assessment for diagnosis or disabilities</li></ul>
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