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Coronavirus (COVID-19) catch-up premium

Name of school	Eden Girls' School, Coventry
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COVID-19 has had a significant impact on many of our pupils. Their education has been disrupted since the start of the first lockdown in March 2020. School fully reopened in September 2020, but many pupils had to learn remotely in the autumn term because they either tested positive themselves or were identified as close contacts of a positive case. School closed again to the vast majority of pupils in January 2021.

We have maintained remote learning and taken positive steps to support the emotional well-being. We know that our disadvantaged pupils have been particularly hard hit by the pandemic and that national inequality is likely to have been exacerbated.

The COVID 19 catch up premium awarded to the school will be utilised to help our most vulnerable pupils to be well-placed for future success.

Amount of funding received	£48,240
(Grant will be available only in 2020-2021)	

Expenditure for Coronavirus (COVID-19) catch-up premium 2020-21

Action	Rationale	Cost	Success indicators
Employ two specialist Maths tutors through 'Impress the	Maths has, historically, been an area of underachievement. Diagnostic testing in September 2020 showed that Year 11 progress and attainment in Maths had been significantly	£21,000	Gaps identified by diagnostic, weekly, and half termly, assessments can be closed through additional small group teaching. Ongoing

<p>Examiner' to deliver the Saturday School Maths intervention programme for all year 11 students, over 14 weeks of the academic year.</p>	<p>impaired by the school lockdown in 2020. The implementation of a Saturday School programme will ensure that all Year 11 students will have the opportunity to close/fill any gaps in knowledge and understanding that currently exist because of the lockdown. With 33% of Year 11 students classed as disadvantaged, over double the National Average for all Secondary Schools, the application of this intervention for the whole year group, will indirectly impact on the progress and attainment of the most disadvantaged, through ensuring all students make the progress expected of them, enabling the school's own teachers to ensure that the most disadvantaged received the support they need in class within the regular school timetable.</p>		<p>dialogue between the school's own teachers and the weekend tutors ensures intervention is targeted and specific per student. Half-termly assessments show that all students are on track to achieve target grades, and therefore make the progress expected of them.</p>
<p>Employ a specialist tutor through Eyres Consultancy to support the delivery and moderation of Creative iMedia for Year 11</p>	<p>Due to a staffing issue Year 11 are behind with Creative iMedia. There is a need for rapid specialist intervention by a subject specialist to allow for closing of gaps and to support the moderation of work produced.</p>	<p>£2,706.49</p>	<p>Ongoing dialogue between the school's own teachers and the specialist tutor ensures intervention is targeted and specific per student</p>
<p>Employ two specialist Maths tutors through 'Impress the Examiner' to deliver the Saturday School Maths intervention</p>	<p>Whilst Year 11 attainment is a priority, the school is also acutely aware of the need to ensure that Year 10 students are adequately prepared for transition to Year 11 in September 2021. As with Year 11 maths, diagnostic testing of year 10 in September 2020 also identified significant gaps in learning and understanding of the maths curriculum. Whilst online provision is</p>	<p>£15,000</p>	<p>Gaps identified by diagnostic, weekly, and half termly, assessments can be closed through additional small group teaching. Ongoing dialogue between the school's own teachers and the weekend tutors ensures intervention is targeted and specific per student. Half termly</p>

programme for year 10 students, over five sessions and a five-day Summer School programme.	of a significantly high quality, it is still anticipated that the second school lockdown will result in further gaps. Intervention during the summer term will be crucial in ensuring that students are adequately prepared for the summer independent learning programme, and their transition to year 11 in September.		assessments show that all students are on track to achieve target grades, and therefore make the progress expected of them. All students can take responsibility for their own learning over the summer holidays, in preparation for Year 11 in September 2021.
Purchase and deployment of MathsWatch	The school explored platforms that would allow for marking of online assessments, and focussed question level analysis information, to be gathered to focus targeted intervention. This will support staff wellbeing and make the process of providing instant feedback to pupils more efficient.	£375	Online assessments in Mathematics show gaps are being closed. Students receive individual feedback for strengths and areas of development.
Purchase and deployment of Massolit	Diagnostic assessments in English Literature and History identified the need to ensure there is a focus on maintaining student aspirations. Massolit is an online resource that allows pupils to access a range of speakers, lectures, and resources, allowing them to read around their subjects. As a school, the extension of the most able is a priority to ensure that Progress 8 performance measures are maintained.	£700	Half termly assessments show that all students are on track to achieve target grades, and therefore make the progress expected of them. 9-7 grades in both English Literature and History continue to improve.
Intervention Teacher to support Catch-up	Diagnostic testing of Year 8 and 9 identified significant gaps in learning and understanding of the maths curriculum. An additional teacher was recruited through an agency to enable	£5,609	Gaps identified by diagnostic, weekly, and half termly, assessments can be closed through additional small group teaching. Half termly assessments show that all students are on

	small group intervention. This salary has been part subsidised through the catch-up premium.		track to achieve target grades, and therefore make the progress expected of them.
Purchase, and deployment of GCSEPOD platform across KS4	GCSEPod has been used successfully, nationally, to support independent study/learning at KS4. The platform allows students to access self-study topics, resources, assessments, and other materials across the full range of GCSE subject areas. Whilst the school recognises the need to help students to close gaps in their learning, it also understands the need to make students independent learners and take responsibility for improving their own progress. The GCSEPod platform can be used by teachers to direct students to self and pre-teach topics as required. The most diligent/conscientious students will be able to improve their understanding of topics beyond that which is taught in the classroom, or through the normal curriculum.	£2,849.20	Improved engagement, and self-regulation, by students will result in improved outcomes and progress, which will be evidenced by half termly assessments. Weekly usage data will provide teachers with indicators to support and direct interventions where necessary.

Monitoring and Evaluation

School leaders will monitor spending of this grant throughout the academic year and will report on its impact to the local governing body and the Trust.