

Cotham School Pupil Premium and Catch-up strategy 2020-21 - summary of impact

1. Vision

At Cotham School we believe very strongly that all our students, particularly our most disadvantaged students, deserve the best possible education and we strive to have high expectations for every child. We understand that our students are individuals and have a vast range of needs both in terms of learning but also socially and emotionally. We aim to harness the opportunities given to us through the pupil premium grant to ensure teaching is excellent and that additional support and interventions are of high quality and high impact. We strive to eliminate inequalities and have a 'can do' approach towards all we do with our students and families. The senior leadership team supports staff to believe in the potential and abilities of all our students and are dedicated to giving our learners every opportunity to do their best. Teachers and Higher Level Teaching Assistants (HLTAs) are fully aware of the students eligible for pupil premium and ensure that this knowledge is used in the planning and delivery of lessons and interventions. 2020 has brought an unprecedented challenge in the form of Covid-19 to meeting the needs of our most disadvantaged students and has created a even more sizeable gap widen between those who are disadvantaged and those who are not, due to: sporadic attendance from school closures and self-isolating resulting in a considerable gap in knowledge and skills; a stark reality of a lack of IT devices and internet data to complete online learning; a rise in mental health issues from anxiety over Covid-19 to more significant adverse childhood experiences stemming from safeguarding concerns; a decline in social and emotional literacy due to months of little interaction with peers and other adults. Therefore, it has never been more important than now to consider how we can best use the Pupil Premium and Catch-Up funding grant to address and reduce these barriers.

Teaching and Learning

We target a high percentage of our spending on ensuring that our teaching is high quality and teachers are equipped with the skills to personalise their teaching. This means that lessons are adapted effectively to make sure all students make good or better progress. The school understands the importance of high-quality feedback and marking, and sees this as essential to students making excellent progress. Many of our PP students also have a SEND need, with our highest category of specific learning need being dyslexia difficulties, and non-specific learning need being low literacy. Therefore, we regularly train teachers in using dyslexia-friendly strategies in class and how to support our weakest readers, and our HLTAs are deployed strategically to deliver interventions to ensure maximum impact. There is an emphasis on the value of oracy and accurate verbal language use in the classroom, as well as developing the general Tier 2 vocabulary of our PP students through reading a wide range of texts. Our students eligible for PP are given greater focus, time and support if needed in multiple ways around talk, feedback, vocabulary and language.

Emotional and Social Well Being

We place real emphasis on delivering a high quality PSHE curriculum which permeates all aspects of school life. We promote a strong ethos of inclusivity and respect of difference which influences the way in which staff, children and families relate to each other. We use a number of strategies and external organisations to support our preventative work in achieving positive mental health and wellbeing for all of our students. In addition, we provide targeted support for students with specific emotional, social or behavioural issues. These interventions include: the provision of a 'Safe Space' sensory room, a nurture group alternative curriculum for Year 7 students who are not secondary-ready, art therapy, 1:1 emotional support from a trained mentor or a qualified ELSA-trained HLTA; school counselling and school nurse services, and small group focussed support in such areas as life skills, resilience-building, anger management, organisation.

Interventions

We plan for a small number of researched informed interventions across the school. This is in addition to quality first teaching. Interventions are delivered by teachers or well-trained HLTAs and the impact of this work is measured by intervention through entry and exit criteria and baseline assessment, as well as across the board twice a year through a review of this strategy. Interventions include: Nessy for Spelling, Bedrock Vocabulary for Y7, Lexia, Y8 English booster classes, Y9 Skillsbuilder and Preparation for English GCSE classes, a range of EAL interventions. The biggest intervention is the creation of the Y7 nurture group - an alternative curriculum of intensive Literacy, Numeracy and Social Skills sessions for students who have arrived not secondary-ready e.g. with a reading age below 6.

Curriculum and Enrichment

Our curriculum provides experiential learning opportunities throughout the academic year and we are fundamentally committed to redressing the imbalance of social and cultural capital between some of our PP students and non-PP students. We aim to do this through ensuring that the academic curriculum prepares our students adequately for the social and cultural capital required in our society whilst still embracing and celebrating the diverse cultural and historical experiences of the communities that our students represent, so we are committed to starting our work on the Bristol One Curriculum and linking with the Bristol Education Partnership in 2019-20 to achieve this. We recognise, though, that developing social and cultural capital through the academic curriculum alone is not enough, so we invite visitors into school e.g. theatre groups, as well as organise trips to visit places that will allow our students the opportunity to develop social and cultural capital in experiences outside of school. These opportunities mean that whatever a student's own life experiences have been, there will be a shared context for learning for the class. In addition, we provide a wide range of enrichment clubs and organise a Y7 camp. PP students can be supported financially to enjoy these rich experiences. We are a school for outdoor learning and recognise the power of physical activity in raising children's self-esteem. We are continually increasing our music tuition and reaching out to our students eligible for pupil premium to engage in these opportunities.

Family and Community

We prioritise the opportunity for the parents/carers of our PP students to meet with their child's teachers at parents' evening. We invite parents/carers in regularly for information sessions about their child's learning, including regular parent forums for specific community groups where translation services are available. We communicate weekly with parents through a newsletter and also encourage parents/carers to make contact with their child's tutor, Learning Coordinator (Head of Year) or teacher via email or phone. The recruiting of our Somali Family Support Worker and our Safer Schools Officer have supported us in fostering stronger relationships with our parent community and also the local residential and business community. We are committed to using our links with the local community to provide in-school projects for our students, particularly in supporting them with their sense of identity and place in our world. For example, we have engaged the services of an organisation called TALO who work with our male and female students separately on BAME empowerment projects.

Use of Research and Evidence

Our school uses national and school-based evidence to inform much of the work we do. We make sure that we employ approaches with a track record of making a difference. We strive to monitor all we do in a systematic and robust manner and only continue with approaches and interventions that have a positive impact on our students. Key sources of research used by the school include the Sutton Trust and EEF (Education Endowment Foundation) as well as current highly respected researchers in this field, such as Marc Rowland, author of 'A Guide to the Pupil Premium' and 'Learning Without Labels.' Since January 2019 we have been involved in a project with an educational consultancy, Inclusion Expert, called the Gap Project. This is ongoing through 2019-20.

Additional note

This year we have received a Covid catch-up premium funding in place of Year 7 catch-up funding but in addition to Pupil Premium funding. The proposed spend for this is in a separate section at the end of this document and incorporates what we would have spent with the Year 7 catch-up funding in previous years:

2. Summary information

School	Cotham School		Academic Year	2020-21	
Total PP budget	£364,810	Total Catch-Up funding	£90,480	Date of most recent PP Review	Jan 2021
Total number of pupils	1537	Number of pupils eligible for PP	382	Date for next internal review of this strategy	April 2021

3. PP attainment over the last three years

	2017/18	2018/19	
Attainment 8 per pupil (All students)	51.02 (C++)	45.30 (C+)	Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.
Attainment 8 per pupil (Pupil Premium only)	39.85	34.91	
Att 8 Gap	- 11.17	- 10.39	
Progress 8 (All students)	0.032	-0.099	
Progress 8 (Pupil Premium only)	-0.371	-0.310	
Progress 8 Gap	- 0.403	- 0.211	
Basic 4+ % (All students)	74.2	59.3%	
Basics 4+ % (Pupil Premium only)	51.4	32.4%	
Basics 4+ % Gap	- 22.8	- 26.9	
Basic 5+ % (All students)	54.0	40.3%	

Basics 5+ % (Pupil Premium only)	30.0	19.1%	
Basics 5+ % Gap	- 24.0	- 21.2	

4. Barriers to future attainment (for pupils eligible for PP and/or Catch-Up funding)

Academic barriers (*issues to be addressed in school, such as poor literacy skills*)

A.	Substantially more students with low reading ages (RA below 9) and poor general literacy skills, exacerbated by a sporadic final year of primary schooling due to Covid-19
B.	Significantly higher levels and number of students with social, emotional and mental health (SEMH) needs, exacerbated by the ongoing national health crisis and school closures
C.	Sharp increase in PP students with SEND issues, especially moderate learning difficulties

Additional barriers (*including issues which also require action outside school, such as low attendance rates*)

E.	Sporadic attendance due to Covid-19 rules or students unable to access school at all due to medical vulnerability
F.	Significant deficit in access to IT devices and internet to enable all students to access online learning
G.	Lack of access to adequate food, clean uniform supply, support with homework, heating, clothing and other basic needs
H.	A significant gap in social and cultural capital compared to their non-PP peers

5. Intended outcomes (*specific outcomes and how they will be measured*)

Success criteria

A.	To improve reading ages and progress in English, particularly for boys. To be measured through: repeat NFER testing for most year groups; entry and exit criteria for Literacy-based and EAL interventions; progress seen between data drops by English teachers; analysis of data arising from the additional Y7 Literacy lessons e.g. Bedrock Vocabulary; evaluation of the school's Literacy Action Plan held by the Literacy Coordinator and supported by the EAL Coordinator and SENDCo.	Students reading ages meet age-related expectations. There is a sustained narrowing of the gap between PP and All students in attainment and progress in English.
B.	To increase the provision of support for students with SEMH needs, encompassing a wide range of strategies.	All students are regularly taught preventative strategies to achieve positive mental health, developing resilience

	To be measured through: baseline entry and exit criteria for all pastoral provision; regular review of mentoring and counselling provision; evaluation of the specific work of the ELSA-qualified HLTA and Designated Mental Health Lead, in particular; external review of overall SEND and Inclusion provision; evaluation of the mental health actions embedded within the school's overall Safeguarding Action Plan.	in the face of adversity and are able to articulate coping strategies that they can use. Students with high-level SEMH needs are able to access and enjoy a broad and balanced education.
C.	To provide increased specialist intensive support to students with moderate learning difficulties who are not 'secondary-ready' by creating an alternative curriculum at KS3 (with greater emphasis in Y7) to allow them to catch-up to their peers. To be measured through: baseline entry and exit criteria for all academic interventions; regular quality assurance of the delivery of all academic interventions; evaluation of the holistic experience of the Y7 nurture group students; progress seen between data drops in English and Maths in particular; evaluation of the specific work of the ELSA-qualified HLTA. To provide a longer-term alternative curriculum for some key older students with moderate learning difficulties who are highly unlikely to complete the full suite of GCSE qualifications.	Students who are not quite 'secondary-ready' are able to transition back into full-time mainstream lessons with success and make progress similar to that of their peers i.e. to meet age-related expectations.
D.	To improve the overall attendance of all students but particularly PP and SEND students. To be measured through the school's attendance data for both on-site and online/remote learning.	All students who are unable to access school at all are able to transition back into full-time education in the most appropriate setting for them. Persistent absence is reduced.
E.	To provide a basic level of food, uniform/clothing, access to key equipment and resources where students and their families are financially or otherwise unable to do so. To be measured through: case studies of the impact of providing these resources to some students.	All students have their basic needs met so that they are able to make the best of their learning opportunities
F.	To provide increased enrichment and enhancement opportunities for students from disadvantaged backgrounds to develop wider social and cultural capital. To be measured by: regular review of PP students' access to enrichment opportunities; evaluation of the school's work in achieving the Gatsby Benchmarks; regular student feedback on the enhancement and enrichment opportunities provided to them.	Students from disadvantaged backgrounds have the tools, skills and wider experiences that adequately prepares them for access to higher education and their working life as an adult.
G.	To close the curriculum gaps that have developed for all students due to school closures for Covid-19 over the last year.	Students with significant gaps in their curriculum knowledge and understanding demonstrate a narrowing of these gaps
H.	To provide increased wellbeing, social and emotional support arising as a consequence of extended school closures due to Covid-19	All students are able to successfully transition back to full-time on-site schooling

6. Planned expenditure

Academic

i. Quality first teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Staff lead	Cost	When will we review?
Revise the school's overall Teaching, Learning and Assessment (TLA) strategy	All students are provided with consistently good teaching.	The gap in student outcomes over time between PP students and all students. The analysis of quality assurance from the last two years. Educational research proves that disadvantaged students make significantly more progress than their peers when provided with consistently good teaching.	Robust quality assurance: learning walks every 3 weeks; work checks; regular student voice.	DL	£0	Mid-strategy: May 2021 End of strategy: Sept 2021
Review the quality of the KS3 curriculum	Disadvantaged students are provided with a broad curriculum that adequately prepares them for external qualifications at KS4 and KS5 but also, crucially, gives them the social and cultural capital, as well as confidence in their own identities, to succeed in the world.	The gap in student outcomes over time between PP students and all students. The analysis of quality assurance from the last two years.	An audit of the current KS3 curriculum. Standardising the principles of curriculum design across subjects. Quality assurance of revised KS3 curriculum plans.	DL	£0	Mid-strategy: May 2021 End of strategy: Sept 2021

Increase subject-specialist examiners in all faculties	All students are taught by teachers who know exactly how to prepare them to succeed in their qualifications.	The gap in student outcomes over time between PP students and all students.	Providing in-school time for teachers to train and mark as examiners; quality assurance of TLA	JBU DL	£0 £0	End of strategy: Sept 2021
Lead the whole-school strategy on improving literacy and oracy	Ensure that there is the capacity and skill to strategically diagnose, implement and evaluate actions that will drive improvement in literacy across the school.	A significant increase in students with low or very low reading ages, and low literacy in general. Research evidence of the impact of improving oracy on overall literacy and outcomes in all subjects.	Evaluation of the school's Literacy Action Plan. Analysis of data and quality assurance of English and Literacy interventions	JOX	£12,690	End of strategy: Sept 2021
Resource and provide an additional Year 7 Literacy lesson for all students	Using diagnostic analysis of KS2, CATs and other baseline testing, Year 7 students receive double-staffed lessons that extend their Tier 2 vocabulary,	A significant increase in the number of Y7 students arriving with low or very low reading ages	Evaluation of the school's Literacy Action Plan. Analysis of data and quality assurance of English and Literacy interventions	JOX	£12,690	Mid-strategy: May 2021 End of strategy: Sept 2021
Subsidise compulsory curriculum trips, revision materials, equipment, and resources for PP students who are in most financial hardship.	To remove these simple barriers for the most disadvantaged students to experience a broad and balanced curriculum.	Students should not be culturally or academically disadvantaged as a result of poorer financial circumstances at home.	Uptake of PP students for curriculum trips. Analysis of outcomes data for PP students.	DL CR	£6000	End of strategy: Sept 2021

ii. Targeted support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Staff lead	Cost	When will we review?
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Create the provisions for the KS3 alternative curriculum	Students who are not secondary-ready are able to make as much progress as their peers.	A significant increase in students arriving at secondary school who are working well below expected levels e.g. at Year 3 levels or below.	Quality assurance of provision delivery. Analysis of progress data in interventions, English and Maths.	JMC \$MM JOX	£0 £7,940 £12,690	Mid-strategy: May 2021 End of strategy: Sept 2021
Employ an ELSA-qualified HLTA	Students with high levels of social, emotional and mental health (SEMH) needs are supported to develop their emotional literacy to help them build resilience and improve their social interactions.	The ELSA programme is an evidence-based intervention considered very successful by the DfE and other agencies. There is a significant increase in students with high level SEMH needs arriving in Year 7.	Student voice feedback Analysis of attendance, behaviour and Safeguarding data for these students.	\$MPI	£13,142	Mid-strategy: May 2021 End of strategy: Sept 2021
Provide mentoring to students most in need	Students with medium-high levels of social, emotional and mental health (SEMH) needs are supported to improve their wellbeing, build resilience and improve their social interactions.	Safeguarding data indicates a rise in medium-high level mental health and wellbeing concerns of students.	Entry and exit assessment. Student voice feedback Analysis of attendance, behaviour and Safeguarding data for these students.	\$ES \$HWM \$MK	£35,598 £35,598 £32,450	End of strategy: Sept 2021
Provide counselling to students most in need	Students with high levels of social, emotional and mental health (SEMH) needs are supported to improve their mental health and wellbeing.	Safeguarding data indicates a rise in high-level mental health concerns of students.	Entry and exit assessment. Analysis of attendance, behaviour and Safeguarding data for these students.	\$AC	£26,840	End of strategy: Sept 2021
Resource and provide a range of SEND interventions inc.	Students with specific learning difficulties, such as dyslexia, dyscalculia and others, are	Prior KS2 attainment data Progress data for each year group	Analysis of interventions data and progress in English and Maths; quality assurance of intervention	JMC \$MM	£0 £15,880	Mid-strategy: May 2021

identifying and supporting students requiring exam access arrangements	supported to develop strategies to overcome these difficulties.	Baseline NGRT, CATs, English and Maths testing upon entry to the school, Prodigy Learning	delivery; appraisal of individual staff.	\$KBK JOX Licen-ces	£10,635 £12,690 £6,600	End of strategy: Sept 2021
Resource and provide a range of Literacy interventions	Students who are working below age related expectations in English, so are struggling with reading, writing and/or spelling and grammar, are supported to catch up to their peers.	Prior KS2 attainment data. Progress data for each year group. Data from intervention programmes. Baseline NGRT, CATs and English testing upon entry to the school	Analysis of interventions data and progress in English; quality assurance of intervention delivery; appraisal of individual staff.	JOX \$KBK \$MPI \$EK	£12,690 £10,635 £13,142 £12,532	Mid-strategy: May 2021 End of strategy: Sept 2021
Resource and provide a range of Numeracy interventions	Students who are working below age related expectations in Maths are supported to catch up with their peers	Prior KS2 attainment data Progress data for each year group. CATs testing in Y7 Baseline Maths testing upon entry to the school.	Analysis of interventions data and progress in Maths; quality assurance of intervention delivery; appraisal of individual staff.	\$KC \$AF	£18,993 £23,549	Mid-strategy: May 2021 End of strategy: Sept 2021
Resource and provide a range of EAL interventions, inc. identifying students able to gain a qualification in their home language	Students at all EAL levels make as much progress as their peers.	Prior KS2 attainment data and progress data for each year group. Baseline NGRT, CATs and English testing upon entry to the school. Arrival of students new to the country.	Analysis of interventions data and progress in English; quality assurance of intervention delivery; appraisal of individual staff.	JOX \$EK \$AR	£2,872 £12,532 £19,809	Mid-strategy: May 2021 End of strategy: Sept 2021

Implement attendance-specific mentoring	Students with poor attendance are supported to improve their attendance to school	Attendance data demonstrates a need for targeted intervention for individuals and small groups of students	Analysis of overall attendance data including persistent absence rates and broken weeks	\$TR	£4,279	Mid-strategy: May 2021 End of strategy: Sept 2021
Enable access to off-site Alternative Provision (ALP) for targeted PP students and tutoring for Children in Care (CiC)	Students who are at severe risk of permanent exclusion and/or are no longer able to manage full-time mainstream education are supported with part or full access to Alternative Educational Provision. CiC receive 1:1 tutoring	To ensure that students who are unable to access full-time mainstream education are provided with an appropriate alternative education provision. CiC are able to make as much progress as their peers	Quality assurance of the provision at the ALP placement. Improved attendance, behaviour, safeguarding and engagement of some of the most vulnerable students.	DL \$EE \$MM	£3000	End of strategy: Sept 2021

iii. Other approaches

Action	Intended outcome	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Staff lead	Cost	When will we review?
Maintain the role of a Designated Mental Health Lead	Increase preventative work with all students in developing their positive mental health and wellbeing, as well as supporting the most vulnerable students with mental health issues	Increasing numbers of students presenting with a wide range of mental health issues.	Quality assurance of the mental health provision across the school. Achieving the Bristol Mental Health and Wellbeing Award. Analysis of attendance, behaviour and safeguarding data.	\$EE	£17,942	Mid-strategy: May 2021 End of strategy: Sept 2021
Provide the skills and capacity of the Inclusion managers	Act as the frontline team for Safeguarding and Child Protection concerns	A dedicated Core Safeguarding team is needed to ensure that there is always coverage to respond rapidly to	Annual statutory Safeguarding audit and the school's Safeguarding Action Plan. Analysis of safeguarding,	\$JT \$CR	£30,726 £35,161	End of strategy: Sept 2021

		Safeguarding concerns that arise	attendance and behaviour data. Ongoing, up-to-date training.	(\$AV mat. cover)		
Provide a Somali Family Support Worker	Improve parental and community engagement with our Somali and Somaliland students	The second largest demographic by ethnicity in the school is our Somali and Somaliland students. Language and a lack of understanding of the British education system can be a significant barrier.	Parent feedback on the range of activities and support provided by the school and the Somali Family Support Worker.	\$3AA	£24,000	End of strategy: Sept 2021
Create a Senior Learning Coordinator	Support and lead the team of Learning Coordinators	Additional pastoral capacity is needed more than ever with the rising number of students with SEMH needs, many of whom are PP students	Standardised, effective practices are seen across Years 7 to 11 quality assured through line management	\$PP	£12,536	End of strategy: Sept 2021
Provide a Safer Schools Officer	Working with the Inclusion team to support the general safeguarding and wellbeing of the school. Improve in-school and wider community relations.	There is much evidence from schools around the country that have a Safer Schools Officer of improved community relations and improved relationships between young people and the police.	The work of the Safer Schools Officer in the school will be continually quality assured by the senior leaders and the Core Safeguarding team.	PC Lucy	£0	End of strategy: Sept 2021
Create a second Deputy SENDCo role	Jointly leading the SEND team's work and practices to ensure that the needs of all SEND students are met	The SENDCo has taken up an Assistant Headteacher role and there is a need for additional capacity with the	Quality assurance of the work of the SEND team, including student and parent voice.	\$SB	£32,970	End of strategy: Sept 2021

		increasing numbers of students with SEND				
Implement the 'Safe Space' provision	Provide a sensory and therapeutic space for students with high levels of SEMH to access when needed	As a school with highly inclusive values, we wish to do our very best to enable all students to access a mainstream education.	Quality assurance of the therapeutic interventions provided in the Safe Space. Analysis of safeguarding, behaviour and attendance data	\$MM \$SB \$KG	£3,970 £3,663 £27,766	Mid-strategy: May 2021 End of strategy: Sept 2021
Lead whole-school strategy to raise the aspirations and engagement of BAME PP students through a BAME working group.	Improved attainment for BAME PP students. Improved uptake of extra-curricular activities by BAME students.	Student voice suggests the need to deepen the sense of belonging for BAME students who live beyond the local community. BAME PP students underperform compared to their peers.	Accountability in measuring the impact of the BAME working group's action plan. Student voice showing a positive recognition by students of the work being done in this area.	\$MK	£8,113	End of strategy: Sept 2021
Implement the tutor reading programme	Close the gap between students with low and very low reading ages and their peers. Improve the cultural capital of disadvantaged students in particular.	KS2 data shows an increase in Y7 students arriving with reading ages well below age related levels. National evidence shows that PP students are more likely to have many gaps in cultural capital.	Quality assurance of the tutor reading programme. An improvement in reading ages for students with low reading ages. Improved progress seen in English and other highly literacy-based subjects.	AT	£0	End of strategy: Sept 2021
Provide basic resources for students who are most in need when required	Provide breakfast club, other food, uniform, travel money as required for PP students facing severe financial hardship.	Incidents of students requiring their basic needs to be met by the school have risen.	Analysis of safeguarding logs to ensure that this is being put to use for the students who are most in need.	DL CR	£9500	End of strategy: Sept 2021

IT access for the most disadvantaged students in all year groups		Our vulnerable and disadvantaged students are able to undertake remote learning successfully	An increase in the completion rates of remote learning school work	DL, \$PP \$EC	£549	End of strategy: Sept 2021
N. B. The payroll cost of the Pupil Premium (PP) strategy is higher than the funding received; however; non-PP students also benefit as not all staff work exclusively with PP students.					Total cost	£582,372

To be completed at end of academic year:

Review of Pupil Premium expenditure

Previous Academic Year	2020-21	
i. Quality of teaching for all		
Action	Impact: Did we meet the success criteria? (Including impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether we will continue with this approach)
TLA strategy	The razor-sharp focus on embedding formative assessment through a structured CPD programme and coaching model had to be put on hold for the year as teachers focused on retraining their pedagogy to teach remotely.	The ability to harness technology to regularly conduct good quality formative assessment to assess gaps in students' learning, something that became so important when students were not in the classroom, became a benefit of school Covid closures and an approach that is now embedded into teaching pedagogy.
KS3 Curriculum review	Deep and systematic review and rewrite of the Year 9 curriculum has taken place, including harnessing a lot of student voice about what they want to see in their curriculum prior to its redesign.	School closures allowed teachers space to be able to deeply review the Year 9 curriculum and showed school leaders the importance of providing significant time for this work.
Subject examiners	This had to be put on hold as national exams were cancelled.	Teachers learnt more than ever about the standards and processes of assessment practices for their subject qualifications as schools were required to submit teacher-assessed grades for the first time.

Literacy and oracy strategy Year 7 Literacy lesson	Y7 literacy lessons continued remotely during school closures. Although there was a strong CPD focus with teaching staff on ensuring that teaching responded and adapted to the needs of students with low levels of literacy, school closures due to Covid clearly widened the gap for students with SEND, EAL and/or from disadvantaged backgrounds.	Adaptation for students with low levels of literacy has now become the highest priority of the school's TLA strategy, underpinning pedagogy, assessment and curriculum design.
Subsidising trips, materials, equipment	All trips were cancelled due to Covid restrictions; however, we committed to providing every student in the school with their own laptop or desktop, and enough data to be able to access their remote learning. Although we undertook some fundraising for this, initially we made use of PP funding to do this.	We learnt quite quickly that providing IT hardware is only a small part of the battle; the greater issues are data poverty and access to a quiet working environment. This led us to spend some money on data dongles. We also learnt that we need to identify very early on each academic year where there may be a problem with access to hardware and/or data but that this information is not too easy to come by due to issues of embarrassment or stigma.
ii. Targeted support		
Action	Impact: Did we meet the success criteria? (Including impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether we will continue with this approach)
KS3 alternative curriculum	Students accessing an alternative curriculum, for example, the Y7 and Y8 New Beginnings Group, continued to do so all year even during school closures.	The success of students accessing their alternative curriculum remotely during school closures relied very much on the good relationships and communication between school and home.
ELSA-qualified HLTA	During the academic year, the HLTA that was trained and qualified in ELSA, left for another job. Another HLTA was recruited and is currently undertaking the training to become ELSA-qualified.	To be mindful of succession planning when creating a specialist, qualified role.
Mentoring and counselling	Mentoring and counselling continued throughout the year, even during school closures (via telephone or online). As we saw an increase in mental health issues over the year, this became a lifeline for some students and their families.	Implementing the key worker model for all vulnerable students was a big success in establishing positive relationships with families and being able to provide a layer of informal mentoring for these students. We are continuing with this model.

Specific SEND, Literacy, Numeracy and EAL interventions	Students accessing academic interventions continued to do so all year even during school closures in remote sessions.	While some intervention could be provided remotely, the nature of close contact support, i.e. checking students' work closely as they write or solve a Maths problem, meant that the quality of remote intervention provision could not match the usual in-school provision.
Attendance mentoring	Monitoring attendance over the year has been a challenge during the various school closure periods. Weekly, twice weekly or daily phone calls (depending on the level of vulnerability) to students took place.	Making use of technology, e.g. virtual meeting data, provided some useful ways to monitor attendance to a degree. It became apparent of the need to speak directly with the student in some cases when phoning home or conducting a home visit.
Alternative Provision	Students in Alternative Provision (ALP) were provided with remote learning opportunities during school closure by the ALP and returned to the setting once opened again.	There was inconsistency in how much work ALPs were providing, requiring the school to signpost students in ALP to Cotham School's online learning resources, including allowing some ALP students to attend virtual lessons delivered by Cotham School teachers.

iii. Other approaches

Action	Impact: Did we meet the success criteria? (Including impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether we will continue with this approach)
Designated Mental Health Lead (DMHL)	The DMHL established multiple sources of mental health support for both students and their families over the past year, setting up a Mental Health and Wellbeing Google Classroom for all year groups to signpost age-appropriate resources and activities, regularly informing parents of mental health support through the newsletter and individual communications. Once students were back in school, the DMHL implemented wellbeing sessions for all students and made use of external agencies to deliver workshops on resilience, anxiety and other mental health concerns.	It became apparent that some families needed as much support as the students due to increased pressures in the family home because of the pandemic e.g. job losses, financial, extended time together - all leading to a rise in mental health issues within the whole family
Inclusion Managers	Acting as the main source of contact for our most vulnerable students and families, the Inclusion Managers have built increasingly stronger relationships between school and home over	There was a need to increase the capacity of Inclusion Managers due to the significant increase in safeguarding and wellbeing concerns arising since the start of the pandemic and particularly as

	the past year, dealing with a significant rise in safeguarding and wellbeing concerns.	a result of repeated and sustained school closures and lockdowns. We have retained this increased capacity into the next academic year.
Somali Family Support Worker	The creation of this role has been a huge success in engaging our Somali families, providing support in school-home meetings, translation services, mentoring of individual students, regular communication home, and the creation of parent forums focusing on age-specific understanding of the British school system.	Our Somali parents are very keen to engage with and understand the British education system and how they can support their children at home to succeed - parent forums focusing on specific academic issues e.g. literacy, have been very well received. Telephone invitations to such events have been the most successful way to engage parents.
Senior Learning Coordinator	Systems and processes across Years 7 to 11 have become much more standardised and consistent between the year groups.	This role has been invaluable in supporting year groups particularly covering for Learning Coordinator absence to ensure the continual smooth running of the year group
Safer Schools Officer	The safer schools officer conducted preventative work such as assemblies around road safety, explaining to students the legal consequences of certain actions, mentored a few students with parental consent, acted as the first point of liaison between school, home and the police where needed. Many families developed a positive relationship with the safer schools officer and felt they could call her directly when needed.	Due to changes in the way that the police will be working with schools from this academic year, this role has ceased to exist.
Deputy SENDCo	The appointment of this role has brought more efficiency and good practice into the SEND and Inclusion team. This has led to a sharp increase in successful Top-up funding and EHCP applications for our students who need them.	With the increasing number of students with SEND in the school due to greater intake at Y7 and also better identification in other year groups, there is a strong need to continue with this role.
BAME PP raising aspirations strategy	A range of pupil premium students from minority ethnic backgrounds have been selected to participate in various workshops and raising aspirations programmes over the year, facilitated by our Careers Advisor and Ethnic Minority Achievement Coordinator	Much of this work had to be conducted virtually this year which does not provide the full aspirational experience for these students as they do not get to visit industry and higher education institutions in the same way that previous cohorts were able to do.

Tutor programme	The tutor programme has needed to substantially adapt this year to work with students much more on developing positive mental health, resilience and being ready for school following repeated school closures and disruption to learning.	It became apparent that, for some students, school closures detrimentally affected their social skills, organisation, sleep habits and work ethos so a lot of work was needed to reset these - the tutor programme was instrumental in doing some of this work.
Basic resources	More funding than ever was required this year to support some families with meeting basic needs - providing supermarket vouchers, paying for free school meals, purchasing uniform items, purchasing emergency underwear and other items of clothing, buying bus and rail passes.	It became apparent that we now require a hardship fund for students of families who are financially struggling but fall just above the threshold for accessing financial support, particularly as jobs were lost during Covid lockdowns.
IT access	The need for remote learning during school closures brought into sharp relief the digital poverty faced by some families. Prior to fundraising to ensure every student had access to IT at home, we used some of this funding to purchase hardware.	We quickly realised that solving the access to hardware issue was only part of the problem and that access to data was equally an issue, particularly for families where there were multiple occupants all trying to work online. Many families do not have broadband and students are tethering to their parents' mobile networks which also causes connectivity issues. We realised the need to purchase data dongles but are also aware of how difficult it is to establish which families are experiencing data poverty due to the stigma.

iv. Catch-up Premium						
Action	Intended outcome	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Staff lead	Cost	When will we review?
National Tutoring Programme	1:3 online tuition in one subject for 375 students in Years 7 to 11.	Covid-19 school closures have created significant gaps in knowledge and skills in all subjects.	Due diligence undertaken on chosen provider, Tute. Regular monitoring reports and assessment data provided by Tute and analysed.	DL	£37,500	End of strategy: Sept 2021

Additional catch-up support in Humanities with a specialist HLTA	Small group specialist interventions for Geography, History and REP to narrow the curriculum knowledge and skills gaps in Years 7-11	Covid-19 school closures have created significant gaps in knowledge and skills in all subjects. HLTAs and academic mentors for English and Maths are already in place. Humanities is another key area of need for the school.	Assessment and progress data for Humanities subjects demonstrates a narrowing of gaps in skills and knowledge in these students	DL JMC	£24,300	End of strategy: Sept 2021
Google Suite Licence	To provide a better enhanced remote learning experience for students	Covid-19 school closures has meant that the majority of students are engaging with remote learning. To provide the best learning experience, staff and students need access to tools that enhance engagement tracking, formative assessment and providing teacher feedback.	Analysis of usage data for different G Suite tools show that these are well used Engagement with online lessons and work is carefully monitored and followed-up quickly	TWA EC	£8,400	End of strategy: Sept 2021
Licence for Twinkl resources for 15 users	Students who are working below age related expectations in English and Maths are supported to catch up to their peers, with SEND, English and Maths teams making good use of these resources.	Prior KS2 attainment data. Progress data for each year group. Data from intervention programmes. Baseline NGRT, CATs and English and Maths testing upon entry to the school	Analysis of Twinkl usage data show that the platform is being well used. Analysis of interventions data and progress in English and Maths; quality assurance of intervention delivery;	JMC	£1,234	End of strategy: Sept 2021

			appraisal of individual staff.			
Contribution towards one academic mentor for English (on-costs only)	Students who have fallen behind in English from Years 7 to 13 are supported to narrow the gaps in their skills and knowledge.	Progress data Teacher assessment data Data on engagement with remote learning	Analysis of attendance to academic mentor sessions Analysis of progress and assessment data	DL \$JD	£2,859	End of strategy: Sept 2021
Contribution towards one academic mentor for Maths (on-costs only)	Students who have fallen behind in Maths from Years 7 to 13 are supported to narrow the gaps in their skills and knowledge.	Progress data Teacher assessment data Data on engagement with remote learning	Analysis of attendance to academic mentor sessions Analysis of progress and assessment data	DL	£2,859	End of strategy: Sept 2021
Contribution towards Digital+ subscription	Students and teachers have access to thousands of recordings of live theatre performances and extras to support their Drama, Music, Dance, English and Media curriculum	Covid-19 has meant that students are unable to undertake theatre visits which particularly affects GCSE and Post-16 classes in these subjects	Analysis of Digital+ usage data show that the platform is being well used. Students are able to submit their NEAs (coursework) by making use of this platform	DL RGE	£1,000	End of strategy: Sept 2021
Upgrade to No More Marking subscription	Teachers have access to standardised comparative judgement software providing opportunities to compare students' extended writing to the national picture.	This is an evidence-based approach providing access to standardised assessments that are moderated at a national level.	Analysis of data from the assessments provides specific detail by key groups and benchmarks our students against the national picture.	SWO DL	£250	End of strategy: Sept 2021

Additional 30 minutes per day of HLTA support	Support with running after school catch-up intervention	Covid-19 school closures have created significant gaps in knowledge and skills in all subjects.	Analysis of after-school interventions data and progress; quality assurance of intervention delivery; assessment and progress data for these students shows a narrowing of gaps in knowledge and skills	JMC	TBC	End of strategy: Sept 2021
One additional day of the Somali Family Support Worker	Improve parental and community engagement with our Somali and Somaliland students	It is more important than ever now during Covid-19 that our Somali and Somaliland parents receive clear communication from the school	Parent feedback on the range of activities and support provided by the school and the Somali Family Support Worker.	\$3AA	£2,250	End of strategy: Sept 2021
Licences and tests previously funded from Year 7 Catch-Up funding:						
ARROW annual licence	Students with specific learning difficulties, such as dyslexia are supported to develop strategies to overcome these difficulties.	Prior KS2 attainment data Progress data for each year group Baseline NGRT, CATs, English and Maths testing upon entry to the school, Prodigy Learning, CRICK	Analysis of interventions data and progress in English and Maths; quality assurance of intervention delivery; appraisal of individual staff.	JOX.	£200	End of strategy: Sept 2021
Bedrock Learning Annual Subscription	Students who are working below age related expectations in English, so are struggling with reading, writing and/or spelling and	Prior KS2 attainment data. Progress data for each year group. Data from intervention programmes.	Data analysis of Bedrock Vocabulary progress	JOX	£1,605	End of strategy: Sept 2021

	grammar, are supported to catch up to their peers.	Baseline NGRT, CATs and English testing upon entry to the school	Analysis of interventions data and progress in English			
DocsPlus Software	Students requiring exams access arrangements are supported to develop strategies to overcome these difficulties.	Progress and assessment data SEND referrals by teachers Exam access testing	Analysis of exam outcomes at GCSE and Post-16	JMC JOX	£3,258	End of strategy: Sept 2021
GL Assessment NGRT Group reading Test and PTE Progress Tests and Lucid licence	Students who are working below age related expectations in English, so are struggling with reading, writing and/or spelling and grammar, are supported to catch up to their peers.	Prior KS2 attainment data. Progress data for each year group. Data from intervention programmes. Baseline NGRT, CATs and English testing upon entry to the school	Analysis of interventions data and progress in English; quality assurance of intervention delivery; appraisal of individual staff.	JOX	£5,292	End of strategy: Sept 2021 End of strategy: Sept 2021
N. B. The overall cost of the Catch-up premium strategy is higher than the funding received; however; the excess is covered with the Pupil Premium funding as PP students benefit from these strategies.						
Total cost						£91,007

To be completed at end of academic year:

Review of Catch-up premium expenditure		
Previous Academic Year	2020-21	
i. Catch-up Premium		
Action	Impact: Did we meet the success criteria? (Including impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether we will continue with this approach)
National Tutoring Programme (NTP)	Only approximately 30 students out of the 375 that we intended were able to access any online tutoring	The NTP did not work - local providers could not meet demand at all. We also required students to access the online tutoring after

		school from home, which presented other challenges. We will not be continuing with the NTP and, instead, have opted for school-led tutoring funding going forward so that we can fully manage the provision for ourselves.
HLTA Humanities specialist	This role was created to provide catch-up interventions in the Humanities subjects in the same way that these are provided for English, Maths and Science. Students at KS3 and KS4 have been working in small groups to access these interventions	The Humanities team has fed back that this resource has been invaluable.
Google Suite licence	Due to the needs of remote working, we have expanded the use of Google Suite products, now regularly using Google Meet, Forms, Loom, Classroom and others. We also needed to upgrade to allow unlimited time access for staff and students.	We will continue using Google Suite in this way moving forwards.
Twinkl licence	Upgrading this licence has enabled HLTAs to provide good quality remote learning for academic interventions	We will continue using these resources in school
On-costs for two academic mentors (English and Maths)	This allowed us to be able to provide additional catch-up interventions for students in English and Maths across all key stages.	We have continued with an English academic mentor for the next academic year
Digital+ subscription	In English and Drama lessons, students were able to access virtual theatre experiences as a back-up plan to not being able to visit the theatre	As theatres are reopening, this subscription will not continue
No More Marking subscription	This has allowed for nationally standardised benchmarking of baseline assessments and other formative assessments for every year group in English	This has been instrumental in providing validated and robust assessment data for English. The package provides the same experience at KS3 for other foundation subjects, namely Humanities, so there is a need this year to engage this Faculty with exploring the use of this.

30 mins HLTA after-school support	This was intended to complement the National Tutoring Programme which, unfortunately, did not run fully as intended.	We are moving to the creation of a lead HLTA to have oversight of an after school support programme delivered by HLTAs.
Additional day of Somali Family Support Worker	The creation of this role has been a huge success in engaging our Somali families, requiring us to expand the capacity of this role.	The success of this role means that we are recruiting for a second person in this role, to be shared with the North Bristol Post-16 Centre and another local school.

ii. Licences and tests previously funded from Year 7 Catch-Up funding:

Action	Impact: Did we meet the success criteria? (Including impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether we will continue with this approach)
GL Assessment NGRT reading tests PTE Progress Tests Bedrock Vocabulary annual subscription ARROW annual licence DocsPlus software Lucid annual licence	The first three licences have allowed us to undertake a range of assessments, not just for the new Y7 intake but also, after returning from school closures, to conduct baseline assessments again using the NGRT with Y10, Y9 and Y8 as well. Bedrock Vocabulary continues to be a core element of Y7 Literacy lessons and data in May 2021 showed a 23% average percentage increase of our students' Tier-2 vocabulary for all Y7 students with a 38% average percentage increase for Y7 disadvantaged students, showing that our PP students in this year group are improving their vocabulary at a greater rate than their peers. The final three licences are used annually for specific SEND interventions such as dyslexia.	We will continue with all of these licences and tests although will continually monitor and review the engagement strategies with Bedrock Vocabulary which is now being set as homework by English teachers.