



WATFORD GRAMMAR SCHOOL FOR BOYS

Coronavirus (COVID-19) catch-up premium

Statement of Intent Regarding Covid-19 Catch Up Grant Spend Academic Year 2020-2021

This report outlines the steps that the leadership team has taken in the use of government's Catch Up Funding - approx £80,000 for WBGS and covers the following areas:

1. How did the Senior Leadership Team approach the discussions relating to the Government's grant?
2. How does WBGS intend that this grant will be spent?
3. How can we assess the impact of this grant?

1. How did the Senior Leadership Team approach the discussions relating to the Government's grant?

Primary discussions in SLT to consider how the Catch Up Funding would be spent took place on 7th October 2020. It was considered prudent to start with the question:

Who has significant gaps in their knowledge and how should these students be identified ?

Those who demonstrated a lack of engagement during lockdown (evidenced by the thorough monitoring system), those who lacked efficient technology, vulnerable and PP (Pupil Premium) students counted within this assessment. The bereavement register was consulted and HoYs were asked if they had specific concerns about those students. However it was concluded that unless the bereavement was very recent and / or COVID related, it would not have sufficient impact on student attainment.

There is extensive evidence showing the long-term negative impact of beginning secondary school without secure literacy skills. Programmes are likely to have the greatest impact where they meet a specific need, such as oral language skills or aspects of reading, include regular sessions maintained over a sustained period and are carefully timetabled to enable consistent delivery and this will be discussed with the HoD. Indeed HoDs of all departments were invited to suggest interventions they would like to purchase, but early in the year there was not enough data to be able to draw any useful conclusions about students' needs.

The Catch-Up Funding report suggests "structured interventions, which may also be delivered one-to-one or in small groups, are likely to be necessary. Interventions might focus on other aspects of learning, such as behaviour or pupils' social and emotional needs, or focus on particular groups of pupils with identified special educational needs or



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disabilities. Effective intervention follows assessment, which can be used to ensure that support is well-targeted and to monitor pupil progress.”

It was concluded that in the first instance most impactful interventions would be;

1. To improve the WiFi network across the school. This has the advantage of facilitating teachers working from home while students all stream a live lesson in school, without impacting negatively on the WiFi in the building which was considered to be a likely scenario during the pandemic and had already occurred, even at the beginning of term.
2. To use this funding to cover the salary of a Pastoral Assistant who would help to mentor students, monitor online engagement and support the growing demands on the Pastoral Team
3. Use Tutoring company (Justin Craig) to provide Maths and English live catch up for low attaining year 11 students during two days over half term. The school used low-stakes assessments and teachers’ professional judgement in English and Maths lessons for year 11 and old data from year 10 / the Lockdown record of engagement to select students for this - 40 boys in total. Tutoring like this is considered to be an effective use of resources as it is time limited and intense with focus on key concepts plus well trained staff (using JC also avoids adding to current teachers’ workloads).
4. Use funding to pay for Elevate to provide Exam revision techniques for year 11s and 12s.
5. Use the National Tutoring programme to provide 450 hours of one on one tutoring sessions at a subsidised rate. To be delivered after effective assessment of each student.
6. To provide extra cover teacher hours to support inevitable staff illness.
7. For the leadership team to become members of an online community called The Key to collect resources on new government policies.



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2) How does WBGs intend that this grant will be spent?

Expenditure	Year group	Final cost
Justin Craig tutoring in small groups for maths, English , over two days - 23rd October and Inset day in November. two classes of 10 students	20x Year 11s	£4,156
Elevate	All year 11 and all year 12	£7000
Update school IT infrastructure to improve WiFi access	Whole school	£20,000
Elevate	Year 9 in first week May in prep for summer exam revision	
Pastoral assistant	Whole school	£28,000
Additional cover supervisor	Whole school	£12,000
The Key	SLT	£1,180
National tutoring programme	year 10	£7,425
		£79,761

3) How can we assess the impact of this grant?

We would hope that by the end of the academic year 2021/22 we can see a recovery for students measured by an analysis of end of year exams for Years 8 - 10 that should demonstrate pupils are either at or just behind their target grades as provided by KS2 data.

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