

## COVID-19 CATCH UP PREMIUM PLAN 2020-2021 and 16-19 TUITION FUND

The DfE has allocated £650 million to be spent on ensuring all students have the chance to catch up and supporting schools to enable them to do so. Whilst Schools will decide how the money is spent, the Education Endowment Foundation has published guidance on effective interventions to support schools. For students with complex needs, schools should spend this funding on catch-up support to address their individual needs.

The DfE has also set out the following Curriculum Expectations, to ensure that all students, particularly disadvantaged, SEND and vulnerable students, are given the catch-up support needed to make substantial progress by the end of the academic year.

The 16 to 19 Tuition Fund is £96 million of one-off funding for the 2020 to 2021 academic year only. It is ring fenced funding for schools, colleges and all other 16 to 19 providers to mitigate the disruption to learning arising from coronavirus (COVID-19).

### **Education is not optional**

All students receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.

### **The curriculum remains broad and ambitious**

All students continue to be taught a wide range of subjects, maintaining their choices for further study and employment.

### **Remote education**

DfE asks that schools meet the following key expectations:

1. Teach an ambitious and broad curriculum in all subjects from the start of the autumn term but make use of existing flexibilities to create time to cover the most important missed content. In particular, schools may consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading.
2. Aim to return to the school's normal curriculum in all subjects by summer term 2021.
3. Plan on the basis of the educational needs of students. Curriculum planning should be informed by an assessment of students' starting points and addressing the gaps in their knowledge and skills.
4. Develop remote education so that it is integrated into school curriculum planning.

Schools should set out how they will allocate the additional funding to support curriculum recovery this academic year. The EEF guidance suggests a 3-tiered\* approach:

### **1 Learning and Teaching**

- High quality learning and teaching for all
- Effective diagnostic assessment
- Supporting Remote Home Learning
- Focusing on professional development

### **2 Targeted academic support**

- High-quality one to one and small group tuition
- Teaching Assistants and targeted support
- Academic tutoring
- Planning for students with SEND

### **3 Wider strategies**

- Supporting students' social, emotional, and behavioural needs
- Planning carefully for adopting a Social and Emotional Learning curriculum
- Communicating with and supporting parents
- Supporting parents with students of different ages

# Catch-Up Premium Plan and 16-19 Tuition Fund

Number on roll – 1329 (933 Years 7-11)

% Pupil Premium – 5.8%

Allocated funding – £78,000 Catch-Up Premium, £309 16-19 Tuition Fund

## Strategy Statement

The priorities for the School are to ensure that short term and medium term impact of any loss of curriculum coverage is addressed with specific students and cohorts. The School will also address the impact of COVID-19 on the well-being and mental health of the students, providing ongoing support.

The approach to be taken will follow a bespoke and individual assessment of need across the School. This includes academic and pastoral development.

Aims of the strategy are:

1. Ensure academic development and progress is not negatively impacted by COVID-19 and Remote Home Learning
2. Ensure pastoral development, well-being, and welfare are prioritised, identifying needs and providing support
3. Support students' needs during extended periods of Remote Home Learning

## Barriers to learning

Curriculum/Knowledge, Pastoral/Well-Being/Attendance, Resources, Professional Development

A1	Literacy - reading has not taken place in English lessons due to lockdown(s).
A2	Gaps in curriculum coverage and understanding assessed by Heads of Department
A3	Gaps in knowledge assessed by subjects in KS3
A4	Gaps in Careers and Higher Education advice and guidance
A5	Focus on start points and catch up for Year 7 students
A6	Adjusted School day and logistical issues that prevent high quality learning and teaching

B1	Ensuring SEND students are making social, emotional and academic progress during periods of Remote Home Learning
B2	Maintaining high attendance for for all students
B3	Students adjusting to new School routines
B4	Well-being concerns around anxiety, safeguarding and personal development
B5	Ensure parental engagement levels are maintained for virtual meetings

C1	Identifying resourcing needs for any extended period of Remote Home Learning
C2	Skills gap in accessing Remote Home Learning

D1	Professional Development for pedagogy adaptations since March 2020
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Code	Year Group	Action	Impact
1	7	A5 - MidYis testing for all Year 7 students	Identify the ability of all students and compare to previous cohorts
2	7	A5/A1 - Assessment of literacy needs in Year 7	Identify gaps and provide opportunity to close any gaps from transition
3	7-11	A1/C1- Purchase sets of Kindles and pre-load for year group/genre	Reduce the inequity surrounding access to reading during Lockdown. Reluctant readers, students with SEND and disadvantaged students have most to gain.
4	7-11	A1, B4, C1 - More books that represent LGBTQ issues, gender diversity, people of colour, people with disabilities, and ethnic, cultural, and religious minorities.	Covid has highlighted disparities across gender, race, and socio-economic background. Reading from different perspectives increases recognition and understanding of different situations. Enormous mental health and wellbeing benefits. Year specific sets.
5	7	A1/C1/B4 Whole year group text	To support reading that has potentially been affected by the lockdown and remote home learning. Providing access to age specific reading that may not be available at home.
6	7-11	A1 - Assessment of school requirements to inform Literacy Strategy - Literacy Coordinator	As above, to review the impact of remote home learning and review the strategic plan for literacy.
7	7-10	A1 - Library to invest in further reading books in response to action above	Opportunity to increase breadth of reading stock, with a focus on diversity in authors
8	11	A2 - Assessment of knowledge and skills in subjects since March 2020	Identify gaps in knowledge developed through lockdown and RHL periods
9	11	A2 - Year 11 students not to miss any learning time.	No substitute for face-to-face classroom learning and teaching
10	11	A2 - All subjects to assess the remaining curriculum coverage and how to fulfil this given the prevailing national picture	All students have full curriculum coverage to capitalise upon any assessment procedures as well as preparation for next stages of their education and fulfil the curriculum intentions of each subject
11	7-10	A2 - Intervention sessions for identified needs	Assessing and reducing any gaps in knowledge
12	11	A2 - Intervention sessions for identified needs	Assessing and reducing any gaps in knowledge. Preparation for assessment procedures
13	12-13	A2 - Intervention sessions for identified needs	Assessing and reducing any gaps in knowledge. Preparation for assessment procedures
14	7-11	C1 - Ensure all students in all year groups have an appropriate device and access to the internet at home	Ensuring all students can access Remote Home Learning, whether for lockdown or self isolation

15	7-11	C1 - Purchase a full set of 45 Chromebooks	Provide further resources for in-school curriculum provision and release resources for Remote Home Learning need
16	11	A2 - Purchase full suite of revision guides for supporting learning and assessment at GCSE for those who don't have them (as requested)	Ensure all students can review their learning and to support preparation for assessments
17	11	A2 - Research online provision for revision technique sessions	Provide sessions from Elevate to students and families, online
18	7-11	A6 - Purchase webcams and tripods for all classrooms	Ensure no student is disadvantaged if self isolating due to COVID.
19	7-11	A6 - Purchase visualisers x 16	Visualisers support pedagogy and provide safer practice in the classroom from sharing learning
20	7-11	D1 - Professional development for in class pedagogy changes - Digital Learning Support	Digital Learning Support provided by expert staff to improve online pedagogy and share good practice to improve and support online learning experience
21	7-11	A2 - Pastoral leaders and SLT to monitor strategies for catch-up	Pastoral Leaders to identify home based concerns and offer support

22	7-11	B3/B4 - Provide dedicated pastoral support time to manage administration workload for needs - Pastoral Support Officer	Additional hours in budget to support pastoral leaders and provide information. Pastoral Support Officer provides first line of support by communicating with home.
23	7-11	B3/B4 - Increase capacity and expertise for in-school counselling provision - School Counsellor	Additional sessions beyond counsellor capacity to support rise in mental health concerns
24	7-11	B1 - Capacity for addressing needs of SEND students - Leadership time	Increased leadership time to address SEND student needs
25	7-11	B4 - PSHE resources for Remote Home Learning	New online resources needed to support PSHE delivery during RHL
26	7-11	B4 - Personal Development resources	Fund external speakers on substance misuse and mental well being
27	7-11	A4 - Resources for missed advice and guidance opportunities - Gatsby	Appraisal of Gatsby Benchmarks and ongoing development during the RHL period and beyond
28	7-11	B5 - Resources required for Parents Evenings and Information Evenings - AV/IT Equipment	Requirement to move meetings online with the need to pre-record some aspects. Impact on enabling parental engagement.
29	7-11	B3/B4 - Student survey	Instigating a student survey to gather feedback from the periods of RHL and changes to in-school provision