



## **COVID-19 Catch-Up Premium 2020-22**

The DfE has allocated £650 million to be spent on ensuring all pupils have the chance to catch up and supporting schools to enable them to do so. Whilst Headteachers will decide how the money is spent, the Education Endowment Foundation has published guidance on effective interventions to support schools. For pupils with complex needs, schools should spend this funding on catch-up support to address their individual needs. There is also an allocation of £350 million for a National Tutoring Programme, intended to deliver proven and successful tuition to the most disadvantaged and vulnerable young people.

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

### Education is not optional

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

### Remote education

The 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 pupils. Curriculum planning should be informed by an assessment of pupils' 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. Teaching
  - High-quality teaching for all
  - Effective diagnostic assessment
  - Supporting remote 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 pupils with Special Educational Needs and Disabilities (SEND)
  
3. Wider strategies
  - Supporting pupils' social, emotional and behavioural needs
  - Planning carefully for adopting a Social and Emotional Learning curriculum
  - Communicating with and supporting parents
  - Supporting parents with pupils of different ages
  - Successful implementation in challenging times
  - OFSTED will conduct interim visits to schools between 28 September and December 2020 and will discuss with school leaders how they are ensuring that pupils resume learning the school's curriculum, including contingency planning for the use of remote education and the use of catch-up funding.

<b>Overview of the school 2020-21</b>	
Total Number of students on roll Years 7-11	1003
Total Number of students on roll Years 12-13	106
% Pupil Premium Pupils Years 7-11	24.9
% Students in receipt of Sixth Form Bursary Years 12-13	17.9
Allocated Funding COVID Catch-Up Years 7-11	£77,321
Allocated Funding COVID Catch-Up Years 12-13	£5959

<b>COVID-19 Related Issues identified in September 2020 as barriers to learning (e.g. curriculum gaps / literacy / attendance / wellbeing)</b>	
B1	Understanding the ability of our new Year 7 intake without KS2 SATS scores.
B2	Low numeracy/literacy skills for new Year 7 intake. (identified during Primary Liaison and through CATs Tests)
B3	Gaps in curriculum as identified by each Head of Department (as identified through assessment in Term 1)
B4	Readying the school for further home learning needs (e.g. a second lockdown).
B5	Ensuring all students can access online learning at home.
B6	Ensuring our SEND students are making social, emotional and academic progress following the lockdown period.
B7	Understanding T&L strategies within the 'new normal' way of teaching.
B8	Gaps in 'careers and further education' advice and guidance.
B9	Maintaining a high attendance % for all students is a priority.
B10	Wellbeing: Students adjusting to the new school routines and structures.
B11	Wellbeing: Concerns around anxiety and safeguarding issues following the lockdown period.
B12	Ensuring parental engagement levels are maintained during the 'virtual meeting' era.
B13	The new plans for the school day creates a number of logistical difficulties which could hamper high quality teaching and learning.
B14	The risk assessment for the school day compromises the ability of practical subjects to deliver their curriculum.

Teaching & Learning Whole School Strategies			
Year Group	Actions	Intended Impact	Cost
7	B1: CATS testing for all Year 7 students.	Identify the ability of all students so as they can be set in CORE subjects in October 2020.	£2710.73
7	B1: Internal bench-marking assessments to be completed by all Year 7 students in English, maths and science.	These will provide another opportunity to identify the ability of our new Year 7 cohort with regard to literacy. This will inform the creation of sets in October 2020.	£0
7-8	B2: Bedrock Learning	The English Department have moved away from Accelerated Reader to Bedrock Learning to support students' literacy.	£8, 231
7-11	B2 & B3: English Resources Specifically identified resources from Collins to be used by catch-up mentors and in lessons to address key literacy skills lost in the period of lock-down.	Resources support students in Years 7-11 so that they make progress and build on the gaps in knowledge.	£350
8, 9, 10, 11 & 13	B3: Assessments for all students in all subjects. Assessments will concentrate on knowledge and skills that should have been grasped between March and July 2020.	Assessments will form basis of intervention and changes to curriculum implementation documents.	£0
11	B3: Progress Exams. Additional copies of students' scripts to ensure copies are retained in school.	Where subjects are set, there will be adjustments as required to further support students; students have access to papers for home learning as well as retention in school as an evidence base for CAGs.	£0
11 & 13	B3: Ensure that all KS4 & KS5 teachers are trained up in their 2021 exam specification.	Additional CPD requirements are met supporting delivery of curriculum.	£0
7-13	B4: Staff training/CPD.	This will allow students to access all online learning resources at home whether for homework, periods of self-isolation, or local lockdown events.	£50 PE £99 English

7-13	B4: Remote Learning timetable	Purchase of additional equipment/resources to ensure all staff can deliver the remote learning timetable.	£41.66 Ma. £30.32 Film £50 DT
7-13	B5: Ensure all students in all years have a computer and access to the internet at home; Purchase revision guides for all Y 10 & all Y11.	This will allow students to access all online learning resources at home whether for homework, periods of self-isolation, or local lockdown events.	£425.95
7-13	B7: CPD – PIXL CPD package to support delivery of the curriculum in the core.	The virtual CPD provides content such as low-stakes testing, support for new colleagues and non-specialists that will help with pedagogy.	£250
10-11	B8: Careers IAG – Purchase of Grofar programme.	Grofar enables the delivery of an IAG programme virtually to meet the needs to our students with COVID restrictions still in place.	£1041
7-11	B12 – Virtual Parents’ Evenings; Facilitating the delivery of PCE with COVID restrictions through staff training and any equipment purchases required.	Parents/Students are supported with remote learning conversations throughout the year.	£778.80

Targeted Strategies			
Year Group	Actions	Intended Impact	Cost
7-11	B3: Catch-up mentors employed English, maths and science	Employed staff will work with identified students in Years 7-11 so support progress and build on the gaps in knowledge.	£23890.92
11	B3: Curriculum Drop Down Days	Targeted invention and support for Year 11 ahead of the Progress Exams in November.	£0
11	B3: PE have identified the need to purchase equipment to support students with the filming of the practical element of the exam with no moderation visits in 2021.	This will ensure that the quality of filming will not disadvantage students against candidates from other centres.	£498.63
10	B3: Following the cancellation of the 2021 Summer exams, Year 10 have been prioritised for intervention and through the NTP, Teaching	Identified students make the desired progress and gain outcomes enabling them to progress to the next stage of their education.	£3878.15

	Personnel will support identified students in Maths and Learning Academies identified students in English.		
10 & 11	B3 & B5: Macbeth - English have identified this content as a specific issue due to lost learning time in Year 10 and confirmation that it will be included in the 2021 Exam Series.	Extra resourcing/purchases of differentiated texts will allow students opportunity to revise at home.	£2096.95
7-11	B6: SEND Shielding Students continue to be supported with weekly video monitoring calls home.	Students feel involved in school life and their academic and personal well-being is being supported.	£0
10-11	B6: Introduction of the Princes Trust Award to support students on the Support Pathway.	Students' confidence, well-being and development is supported through working towards this award.	£0

<b>Wider Strategies</b>			
<b>Year Group</b>	<b>Actions</b>	<b>Intended Impact</b>	<b>Cost</b>
7-11	B9: The school is exploring ways to incentivise improvements in attendance for students and parents. This could include shopping vouchers for meals and financial support for uniform.	After discussion and investigation, this was not felt to be the best use of the funding.	£0
7-11	B10 & B11: The school is in discussion with the current school counsellor about an increase in hours to support demand from students.	Student well-being is further supported; the counsellor was not in a position to increase their hours.	£0
7-11	B13 & B14: Purchase of equipment and resources of offset the impact of current logistics on teaching and learning e.g. visualisers, increased Science equipment for practicals.	The impact of the current risk assessment on teaching and learning is minimised.	£47.84 Sci.

Key Stage 5 COVID Catch-Up			
Year Group	Actions	Intended Impact	Cost
12-13	B3 & B6: Following the November resits in English and Maths, the school has registered with My Tutor through the NTP to support learners in the Sixth Form who need support in order to make progress and gain their GCSE qualification.	Identified students make the desired progress and gain outcomes enabling them to progress to the next stage of their education.	£4160

The school carried over £34,496.89 into the 2021-22 academic year. This carry-over will be used by the school to support continued intervention across the school that proved successful during the last academic year. Where this intervention specifically affects disadvantaged students, the additional COVID recovery funding will be used in full, or in part, based on the number of disadvantaged students accessing the intervention. The funding for School Led Tutoring funding carries a number of caveats for supporting vulnerable learners and we are still researching the options for use of this funding within the parameters set out by the DfE.

Overview of the school 2021-22	
Total Number of students on roll Years 7-11	1063
Total Number of students on roll Years 12-13	94
% Pupil Premium Pupils Years 7-11	26.1
% Students in receipt of Sixth Form Bursary Years 12-13	14.3
Allocated Funding COVID Catch-Up Years 7-11 Carry-Over	£34, 496.89
Allocated Funding COVID Recovery Funding Years 7-11 (Ring fenced for PPG)*	£35, 831
Allocated Funding School-Led Tutoring	£35, 000tbc
Allocated Funding COVID Catch-Up Years 12-13	£6308

*\*This will be reported within the PPG Funding statement for 2021-22.*

COVID-19 Related Issues identified in September 2021 as barriers to learning (e.g. curriculum gaps / literacy / attendance / wellbeing)	
B1	Understanding the ability of our new Year 7 intake without KS2 SATS scores.
B2	Low numeracy/literacy skills for new Year 7 intake. (identified during Primary Liaison and through CATs Tests)
B3	Low literacy skills across the school, further impacted by loss of opportunities for cultural capital and denying some students access to the curriculum.
B4	Gaps in curriculum as identified by each Head of Department.
B5	Readying the school for potential further home learning needs.
B6	Ensuring all students can access online learning at home.
B7	Ensuring our SEND students are making social, emotional and academic progress following the lockdown period.
B8	Gaps in 'careers and further education' advice and guidance.
B9	Maintaining a high attendance % for all students is a priority.
B11	Well-being: Concerns around anxiety and safeguarding issues following the lockdown period, return to school and ongoing uncertainty regarding external examinations.
B12	Ensuring parental engagement levels are maintained during the 'virtual meeting' era.

Teaching & Learning Whole School Strategies			
Year Group	Actions	Intended Impact	Cost
7	B1: CATS testing for all Year 7 students.	Identify the ability of all students so as they can be set in CORE subjects in October 2021.	£2394.25
7	B1: Internal bench-marking assessments to be completed by all Year 7 students in English, maths and science.	These will provide another opportunity to identify the ability of our new Year 7 cohort with regard to literacy. This will inform the creation of sets in October 2020.	£0
7-11	B12 – Virtual Parents’ Evenings; Facilitating the delivery of PCE with COVID restrictions through staff training and any equipment purchases required.	Parents/Students are supported with remote learning conversations throughout the year.	£778.80 tbc
7-11	B2 & 3 – Through the literacy co-ordinator, analysis of disciplinary literacy across the curriculum to feed into CPD and curriculum planning. Alex Quigley resources obtained via the November ASHE conference.	Staff and students understand better how language works in different subject areas, supports their understanding of how vocabulary is used and how question phrasing will shape the answer expected.	£0 tbc

Targeted Strategies			
Year Group	Actions	Intended Impact	Cost
7-11	B3: Catch-up mentors employed English, maths and science	Employed staff will work with identified students in Years 7-11 so support progress and build on the gaps in knowledge.	£20000 tbc
7	B2: Letterbox Club	Promote literacy and a love for reading with disadvantaged students <i>*previously funded via PPG.</i>	£5800 tbc
7-11	B3: The new Head of Technology has identified gaps in learning and student’s ability to work at home on projects, particularly at KS4.	Purchase of CAD software/licences.	£600 tbc
11	B3: Year 11 have not taken formal examinations since Year 6.	To address well-being and anxiety and to support students with study skills, Make it Happen will be delivering a drop-down day on November 22 <sup>nd</sup> .	£4200

11	B3: Year 11 have been prioritised for intervention and through the NTP; Tempest Tutoring will support identified students in Maths and English.	Identified students make the desired progress and gain outcomes enabling them to progress to the next stage of their education.	£4000 tbc
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<b>Key Stage 5 COVID Catch-Up</b>			
Year Group	Actions	Intended Impact	Cost
12-13	B3 & B6: Following the November resits in English and Maths, the school has registered with My Tutor through the NTP to support learners in the Sixth Form who need support in order to make progress and gain their GCSE qualification.	Identified students make the desired progress and gain outcomes enabling them to progress to the next stage of their education.	£6308

This is a live document and will be updated periodically.

Most recent update: 16<sup>th</sup> November, 2021