

Coronavirus (COVID-19): catch-up funding plan 2020-21

| | | | | | | | |
|--|------------------|---------------------------|--------------|----------------------------|--------------|---------------------------|----------------|
| Academic year: | 2020-2021 | | | | | | |
| Total number of pupils on roll: | 352 | | | | | | |
| Total catch-up budget: | | First installment: | £6240 | Second installment: | £8321 | Third installment: | £10,399 |
| Date of review: | June 2021 | | | | | | |

The government COVID-19 catch-up premium has been established to mitigate the effects of the unique disruption caused by coronavirus. The grant will only be available for the academic year 2020-2021. Schools should use this funding for specific activities to support pupils to catch up for lost teaching time over the previous months.

To support schools to make the best use of the funding, the EEF has published a support guide:

<https://educationendowmentfoundation.org.uk/covid-19-resources/covid-19-support-guide-for-schools/#nav-covid-19-support-guide-for-schools>. This guide identifies **teaching and whole-school strategies**, **targeted academic support strategies** and **wider strategies** as the three tiers that will have the greatest impact. The school approach to catch-up is in line with this three-tiered approach. Every middle leader has produced a catch-up plan for their subject that identifies the key actions they will take this year to ensure that every student receives appropriate catch-up support in line with these tiers.

ISSUES IDENTIFIED AS MAIN BARRIERS TO LEARNING POST LOCKDOWN IN 2020-21

| | |
|-----------|--|
| B1 | Literacy |
| B2 | Subject specific curriculum gaps |
| B3 | Wellbeing (students and staff) |
| B4 | Disadvantaged or vulnerable student |
| B5 | Low attendance |
| B6 | Adapting to remote or blended learning (teachers and students) |
| B7 | Lack of resources at home to support remote or blended learning (students) |
| B8 | Poor parental engagement |
| B9 | Gaps in CEAIG |

TEACHING AND WHOLE-SCHOOL STRATEGIES

| Action | Intended outcome | Estimated impact | Cost | Staff lead | Comments |
|---|---|---|---------------|------------|---|
| Provide personalised professional development opportunities for teachers to deliver quality first teaching. [B2] [B6] | QA monitoring of teaching shows evidence of high quality explanations, modelling and systematic checking of understanding. | The majority of students will have made good progress in subjects from their September 2020 starting points by the end of this academic year. | £2000 | JG | |
| Provide pupils with high-quality feedback, building on accurate assessment. [B2] [B6] | QA monitoring of teaching shows evidence of verbal and written feedback being used regularly by students to improve their progress. | The majority of students will have made good progress in subjects from their September 2020 starting points by the end of this academic year. | £0 | JG | Cost already accounted for in main school budget. |
| Extend the use of frequent low stakes tests (SpellZone/Seneca/Tassomi) across all subjects [B1] [B2] [B4] [B6] | Students are given the opportunity to try, make mistakes, and to learn from those mistakes with increased confidence. | All teachers have improved knowledge of student gaps with planning routinely and appropriately adapted in response. | £2,000 | | Tassomai cost accounted for in 'Wider Strategies' |
| Purchase and carry out reading age tests for all students in Years 9-11 [B1] | To track reading ages for all students in Years 9-11 and identify those students most in need of intensive reading support | Reading ages for those students identified for intensive reading support have improved by the end of the summer term | £800 | JG/MP | |

| | | | | | |
|---|--|---|---------------|----------|--|
| Purchase tutor time reading books for students in Year 9 [B1] | All students in Year 9 have at least one reading book available all the time to support reading during tutor time. | Reading ages for the majority of students reading support have improved by the end of the summer term. | £1200 | MP | |
| Purchase core subject revision guides for students in Year 11 (English and science – maths online MathsPad and MathsWatch). [B2] [B4] | All Year 11 students have quality core subject revision resources to use during tutor and study time. | The majority of students will have made good progress in subjects from their September 2020 starting points by the end of this academic year. | £1000 | CK/FO/RC | Maths resource costs accounted for in 'Wider Strategies' |
| Purchase and set-up webcams for teacher computers in all teaching rooms. [B6] | All teachers are able to deliver webinars from their own room. Assemblies and visiting speakers can be delivered remotely from anywhere in school. | From September all subjects have a webinar programme as part of their remote learning offer during any future part or full year group closures. | £400 | MW | Matched funding from Careers Hub linked with delivery of CEIAG during Tutor Time to be provided. |
| Continue tracking student engagement with remote learning during periods of closure. [B4] [B5] | Pastoral and subject staff can identify those students not engaging with remote learning during any future part or full year group closures. | Non-engagement with remote learning is quickly identified and addressed. | £0 | KA | HoY and Form Tutors to make home contact where non-engagement is identified. |
| Total spend: | | | £7,400 | | |

TARGETED SUPPORT

| Action | Intended outcome | Estimated impact | Cost | Staff lead | Comments |
|--|---|--|-------|------------|--|
| Provide small group GCSE English tuition for students in Year 11 identified as having the most significant gaps in their learning. [B2] [B4] | Gaps in learning are fully addressed for targeted students. | GCSE English progress from September starting points is improved for all students by the end of the academic year. | £0 | CK | Cost already accounted for from staffing in main school budget. |
| Provide small group GCSE maths tuition for students in Year 11 identified as having the most significant gaps in their learning. [B2] [B4] | Gaps in learning are fully addressed for targeted students. | GCSE maths progress from September starting points is improved for all students by the end of the academic year. | £0 | RC | Cost already accounted for from staffing in main school budget. |
| Provide additional catch-up study time for Year 11 students during the school day. [B2] [B4] | Year 11 students have additional supervised time to work independently on catch-up tasks during the school day. | Progress from September starting points is improved for all students by the end of the academic year. | £0 | CK | Cost already accounted for from staffing in main school budget. |
| Provide small group intensive literacy recovery support for students in Year 9 identified as having the lowest reading ages. [B2] [B4] | Reading ages for targeted students enabling them to access learning more fully. | Reading ages for targeted students have improved by the end of the summer term. | £0 | MP | Cost already accounted for from staffing in main school budget. |
| Ensure that all disadvantaged students have the resources at home to support remote learning. [B4] [B7] | Disadvantaged students in Years 9-11 and the Sixth Form can access remote learning. | No students fall further behind in their learning due to a lack of resources at home. | £2000 | MW/KA/HoY | Purchase additional laptops for disadvantaged students also providing broadband dongles where necessary. |

| | | | | | |
|---|--|--|------------------------------|-----------|--|
| Deliver a study skills programme for Year 11 students during tutor time. [B2] [B4] [B6] | Students have reduced anxiety about exams and increased confidence in their own ability to do well. | Progress from September starting points is improved for all students by the end of the academic year. | £500 | MW/KA/HoY | |
| Provide independent CEIAG programme for Year 11 that includes individual meetings with external advisor on next steps. [B4] [B9] | Students are clear on their post-16 choices and have all received personalised advice. | No students in Year 11 NEET in September 2021. | £0 | MP | Cost already accounted for from LA careers SLA in main school budget. |
| Provide additional pastoral support for disadvantaged/vulnerable students accessing the Inclusion Hub focussing on wellbeing and attendance. [B3] [B4] [B5] | Issues over declining or inconsistent attendance of disadvantaged/vulnerable students are quickly addressed. Students referring to the Inclusion Hub with extreme anxiety quickly receive the support that they (and families) need. | Attendance is in line with or above local and national for comparable year groups. The number of disadvantaged/vulnerable students referring to the Inclusion Hub with extreme anxiety is reduced over the course of the year. | £8000 £1760 | KA/PL | Part contribution to the cost of additional Inclusion Staff. Cost of wellbeing resources. |
| Total spend: | | | £12,260 | | |

WIDER STRATEGIES

| Action | Intended outcome | Estimated impact | Cost | Staff lead | Comments |
|--|---|---|---------------|------------|---|
| Purchase Tassomai whole school licence (or similar) to identify gaps and provide personalised catch-up tasks for supervised or independent study across the curriculum. [B2] [B4] [B5] [B6] [B8] | Gaps in learning for students in all years are identified and being addressed through the use of targeted online tasks. | Progress from September starting points is improved across all subjects for all students by the end of the academic year. | £3500 | AS | |
| Purchase MathsPad and MathsWatch site licences for use in school and as part of the remote learning package for GCSE maths. [B2] [B4] [B6] [B8] | Gaps in maths learning for students in all years are identified and being addressed through the use of targeted online tasks. | Maths progress from September starting points is improved for all students by the end of the academic year. | £600 | RC | |
| Reorganise the school day to provide additional tutor time (all years) and study time (Year 11 only). [B2] [B3] [B9] | Students have more time to participate in supervised study (Year 11 and reading (all years). | Progress from September starting points is improved for all students by the end of the academic year. | £0 | SLT | Structure to be decided for second half of autumn term. |
| Provide teacher CPD on how to make remote learning successful. [B2] [B6] [B8] | Teachers are confident in the use of a range of online learning tools and platforms. | The quality of online learning is improved through the year and better addresses any interruptions to learning in school. | £1200 | AS | |
| Total spend: | | | £5,300 | | |

SUMMARY REPORT

What is the overall impact of spending?

How will changes be communicated to parents and stakeholders?

Final comments

Final spend: £

