



Coronavirus (Covid-19) Catch-up Premium Statement 2020/21

The Department for Education (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

School Context

SUMMARY INFORMATION			
Total number of pupils:	1233 (yrs 7-13) 1084 (yrs 7-11)	Amount of catch-up premium received per pupil:	£80
% Pupil Premium eligible pupils:	30%	Total forecasted catch-up premium budget:	1084 x £80 £86,720

Department for Education Guidance

<https://www.gov.uk/government/publications/catch-up-premium-coronavirus-covid-19/catch-up-premium>

Covid-19 Catch-up Intentions and Impact

ACTIONS			
Area of Focus	'Catch-up' Initiative	With Focus On	Intended Impact and Review
Teaching	<ul style="list-style-type: none"> Invest in staff CPD through purchasing an annual subscription to <i>The National College</i> 	'High quality teaching for all'	Professional development remains a focus for the college. Staff will be directed to engage with specific CPD courses throughout the academic year and on INSET days. Course selected focus on 'high quality teaching' and approaching 'remote learning'.
	<ul style="list-style-type: none"> Purchase annual subscription to Digital Theatre + for use in English and Media lessons by subject specialists 	Yr 7-13 English and Drama students	The English and Drama curriculum is enhanced with live adaptations of studied texts to mitigate the closure of theatres and reduction of school trips to review performed texts. The remote learning provision (if required) is engaging and supports the building of cultural capital and a love for the arts.
	<ul style="list-style-type: none"> Purchase materials, as required for students in financial hardship, including stationary, scientific calculators textbooks etc. 	As required	Students, whose families are currently facing financial hardship are supported to ensure they have all the necessary equipment to learn both in school and at home. Ensuring students have their own equipment also reduces the need for equipment to be leant out and shared post-Covid.
	<ul style="list-style-type: none"> Contribute towards the instrumental music lessons for year 10 RSL music students in financial hardship 	Yr 10 music students	Students without instruments at home have had their musical instrument learning hindered during school closures or when required to isolate. Students in this position and in financial hardship will have their instrumental lessons subsidised to support
	<ul style="list-style-type: none"> Purchase study workbooks and revision guides (which may be digital) to aid in-class study and remote learning 	KS4 and KS5 students	Students have additional materials to supplement their in-class learning especially if isolating or due to school closure.
	<ul style="list-style-type: none"> Purchase <i>ProctorU</i> subscription to administer assessments remotely in a secure and fair approach for 	Initially exam classes	All students are given the same opportunity to complete assessments in a valid and secure way. Ensuring remote assessments are carried out when required and fairly ensures no student misses out on valuable feedback from their teacher and tracking is consistent throughout the academic year.

	<p>students isolating or during school closure</p> <ul style="list-style-type: none"> • Purchase subscription to Microsoft 365. 	All students	A full compliment of Microsoft programmes have been made available to students in-school and at home using the online function. Students
Targeted Academic Support	<ul style="list-style-type: none"> • Provide academic tutoring for bespoke learning gaps through the National Tutoring Programme for identified groups of students • Support KS5 Maths Mechanics through 1-to-1 tuition • Fund Saturday intervention sessions for exam classes to aid catch up for practical subjects • Top-up the costs for the Easter school provision • Fund yr 13 Booster sessions 	<p>- Yr 11 SEN students - Selected yr 11 students (Approx. 50) - Yr 10 MAT students (Approx 10) 39 yr 13 students 10 yr 13 students</p> <p>As required</p> <p>Identified yr 11 Students</p> <p>Yr 10 and 11 students</p> <p>Identified yr</p>	<p>A key priority for school: selected students will complete a 10-week tutoring course on a 1-to-1 basis working on filling bespoke learning gaps in English, Maths and Science using study periods. Targeted students are those identified as disadvantaged, SEND, MAT and those who require additional academic support beyond the classroom. Students are assessed prior to the commencement and assessment at completion to monitor progress and impact.</p> <p>Students are confident in approaching this unit of their mathematics course and bespoke learning gaps have been addressed. Students are assessed both prior and after remote tutoring has been provided.</p> <p>Students have access to school equipment required to complete practical elements of their course. Students also have additional specialist teacher input during completion of practical work. Students' practical work is completed at a standard that is proportionate to the students' ability.</p> <p>A full compliment of revisions sessions has been available both in person and remotely to year 11 students. PPG students are offered a number of sessions for free and therefore have good access to structured revision.</p> <p>A programme of booster sessions are put in place to support revision for year</p>

	<ul style="list-style-type: none"> Cover cost for the administration of reading speed tests and materials for all KS4 students putting in place a reading strategies intervention sessions 	<p>13 students</p> <p>All KS4 students</p>	<p>13 students delivered by external subject specialists such as exam consultants or markers. PPG students</p> <p>Students with slow reading speed identified and supported to improve this ahead of their exams. Reading speeds will be measured prior to intervention for identification of which students would benefit from the programme and then measured at the end to gauge impact. Wider implications include students gain time in exams as they can read and process the paper/questions more quickly.</p>
Wider Strategies	<ul style="list-style-type: none"> Equipment purchased to support the delivery of online remote tutoring, including headsets and webcams. Fund art therapy for students with mental, emotional wellbeing needs Purchase laptops/chrome books for students without IT access, if none left are available 	<p>All targeted students</p> <p>As required</p> <p>As required</p>	<p>Students can successfully access their remote learning sessions.</p> <p>Students mental wellbeing has been supported; students cope better with the after-effects of Covid-19.</p> <p>All students have computer and internet access from home; all students can engage with remote learning, especially if self-isolating or the school is closed.</p>