COVID CATCH UP FUNDS

May 2021

Covid catch up funds

The DfE require all schools to publish online information about how they have used the premium in the previous year, and their strategy for the current academic year. This ensures that parents and others are made fully aware of the progress and attainment of pupils covered by the premium. The interventions used result in students making progress in line with the rest of the school.

What catch-up funding is for:
In June 2020 the government announced £1 billion of funding to support children and young people to catch up on missed learning caused by coronavirus (COVID19). This is especially important for the most vulnerable pupils and pupils from disadvantaged backgrounds who we know have been most affected. This funding includes: a one-off universal £650 million catch-up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for missed learning

Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on [curriculum expectations for the next academic year](). Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

Accountability and monitoring
As with all government funding, school leaders must be able to account for how this money is being used to achieve our central goal of schools getting back on track and teaching a normal curriculum as quickly as possible.

Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, governors should scrutinise schools' approaches to catch-up from September, including their plans for and use of catch-up funding. This should include consideration of whether schools are spending this funding in line with their catch-up priorities, and ensuring appropriate transparency for parents.

Education
Endowment
Foundation

1 Teaching

- Departments to review their curriculum offer for each year group, making amendments to compensate for catch up.

- Quality First Teaching supported by evidence informed CPD for teachers and support staff.

- Frequent low-stakes testing to ensure all students, and in particular disadvantaged students, experience success and celebrate the acquisition of knowledge.

- Support staff with sustained CPD, having a focus on using the Google Suite to support Catch up

- Monitor outcomes on a student and subject basis and compare this to previous years', resulting in timely interventions.

- CPD- Rosenshine's 'Principles of Instruction'- and the use of visualisers- explicit teaching and scaffolding- WAGOLLs.

- Active Learn textbook subscription- online access for Y10 and Y11 students

- GCSE Pod subscription Y9-11

- English intervention teaching
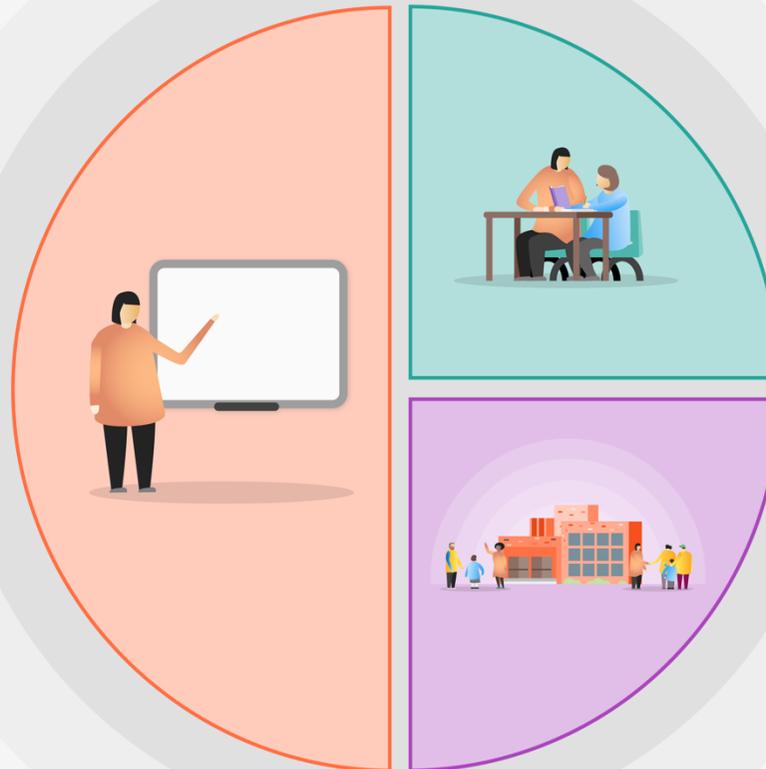
2 Targeted academic support

- Virtual Resources produced/acquired and shared with students.
- 'Drop in' sessions for Y11 students
- KS4 Maths form time intervention
- KS4 English intervention in PE/PSHE lessons
- Targeted report system
- Provide parents and students with additional support materials.
- OUDEs interns teaching Y10 students- English, Maths, Science and some option GCSE subjects- looking at content covered in lockdowns and new concepts for the summer term 2021.

3 Wider strategies

- Ensure our most vulnerable pupils have priority access to classroom teaching and online materials.

- Ensure pastoral contact home for disadvantaged students also identifies barriers to engagement due to technology or a lack of other forms of support.

- Ensure teachers are focused on closing gaps for disadvantaged students that would potentially be greater in a blended learning environment.

- Reading project

Teaching

Strategy/Year	Actions/Dates	Responsibility	Resources/ Costing	Review
Y7 – 11 Departments to review their curriculum offer for each year group, to ensure learning is effectively sequenced, making amendments to address gaps and misconceptions where these are identified.	Curriculum review meetings to take place with JCC, ACW and NLN. HoDs can use the curriculum meeting discussions already taken place to review their KS3 and KS4 curriculum and make amendments are necessary. ACW/NLN to then use a HoD meeting on 12th October - for HoDs to identify topics that need to be revisited as part of the recovery curriculum for each year group. Recommendation from the DfE for KS3- "prioritisation within subjects of the most important components for progression."	HoD – overseen by ACW and NLN	Existing meeting time. Exams and curriculum meetings and HoD meeting time. Scaffold for HoD to use in the department time to guide discussion.	Suggestions collected from meetings showing review that has taken place with actions planned and alterations/amendment intended for each department. Google docs completed during the meetings to help manage workload.
Departments regularly review schemes of work, teaching strategies and student response to build on good practice: for example, the principles of "Make it stick."	Staff regularly share effective practice within teams and with other members of staff through the teaching and learning bulletin, SIM and CPD sessions	ACW/NLN/MJB	Calendared staff meeting times	Lesson observations and work scrutinies.
Y7 – 11 Teams build frequent low-stakes testing into lesson plans and schemes of work to ensure all students, and in particular disadvantaged students, experience success and celebrate the acquisition of knowledge.	Teams chose appropriate and relevant ways of building low stakes testing into their schemes of work; for example as starter activities, plenary activities or homework activities. Staff are shown how to use technology to create Google forms that will allow automatic marking and feedback- to use time efficiently.	ACW/NLN/MJB Staff with appropriate expertise in ICT	Calendared staff meeting times Additional software (if//where appropriate to allow regular testing and tracking	Lesson observations Evidence from CPD-presentations or printed resources
Y7 – 11 Build on the gains made in staff expertise in use of ICT to support learning during the second partial closure. Support staff with sustained CPD, having a focus on using the Google Suite to support Catch up	Use CPD through whole staff sessions (TLT- Teaching and Learning Themes and CTT0 Curriculum Training Time) to promote effective practice in using ICT. 30/9/20. Google experts to share expertise.	ACW/MJB/CRD and KCS	Calendared training throughout the year for example, 23/9/2020 and 30/09/2020	Lesson observations Evidence from CPD-presentations or printed resources. These calendared events took place with different members of staff sharing good practice. ICT audit of skills done before and after events. Data to be

				used to inform future CPD
_Y7 – 11_ Use evidence from the reporting system to monitor outcomes on a student and subject basis and identify underperformance- leading to timely interventions	Use the review spreadsheets that are in place and produce a report for each HoL/SENCo about progress of particular students in each year group. Identify those students with reports that show low Progress 8, low attainment, low production of homework rates and poor behaviours. This is to be done after each internal reporting date for each year group. HoL to put into place relevant interventions – for example, contacting home/electronic academic report/ monitoring progress over the next half term	ACW/NLN	Calendared discussion ACW/NLN and HoL	Internal reporting dates Data from 4Matrix to track progress Data produced and shared with HoL. DP files produced with summary data, including photos. This was shared with all members of staff.
_Y7 – 11_ Identify students who require small group intervention and organise support either internally or through the National Tutoring Programme	Identify students from year groups as above and prioritise for catch up with support from a tutor through the NTP or our own staff. Sessions took place in the summer term.	NLN	NLN time	Assessment at the start and end of the series of sessions. This is under review on how best to achieve additional tutoring support.
Year 11 English teaching English intervention lessons in taught PE time	Groups taught by NLN and EMW from September 2020- December 2020.	NLN/EMW		Internal reporting data Students received significantly higher grades in English in November 2020 in comparison to the summer Y10 PPEs.

Targeted Academic Support

Strategy	Actions/Dates	Responsibility	Resources/ Costing	Review
Y7 - 11 • Purchase resources that will support the catch up of students in each area	5th October- ask HoDs- to identify topics that need to be retaught as part of the recovery curriculum and what resources can be used/purchased to help support this. Collate responses and prioritise what is needed to support the catch-up curriculum. Purchase relevant resources	ACW/NLN	Time in Guidance Meeting Proforma for collation of departmental responses Costings to change in light of responses	Jan- March 2022 PPE data. This has taken place and subject areas have invested in resources such as online resources/textbooks and visualliser. See below for breakdown.
Year 11 • Use of Oak Academy resources	A member of each subject team to go through the Oak Academy resources and signpost via Satchel One/google classroom the relevance of resources for revision and list online Oak Academy virtual summer school – for Y6-12	NLN NLN	3 hours per department 1 hour per department	Team reviews Internal data collection points
Year 11 initially • CPD- Rosenshine's 'Principles of Instruction'- and the use of visualisers- explicit teaching and scaffolding- WAGOLLs.(Additional rationale: the visualisers will benefit all students Y7-13 and will be able to be used year on year).	September/October- CPD- NLN completed the National Colllege training session on Rosenshine's 'Principles of Instruction' recommended in the EEF and shared resources with staff through the teaching and learning bulletin. September 2020- IT- to source visualisers for departments- E, M, Hums, Art etc. Staff will be able to use visualisers to scaffold and write WAGOLLs for Y11- staff can write WAGOLLs in 'real time'.	NLN and IT	£100 cost of a visualiser X16 units £1600	Team reviews Internal data collection points
Y10 – Y11 • Active Learn online textbooks	NLN/MBB/ACW- purchase online subscription to ActiveLearn for maths/Science GCSE students- foundation and higher students (Two years- support Y10 and Y11 students)	NLN- MBB	Approx £3500	Internal data collection points February PPE data Fortnightly checks on student usage- MBB
• GCSE Pod Y9-11	NLN- purchase online subscription for GCSE Pod for all KS4 students for 2 years. Monitor usage. CPD training session on GCSE Pod. GCSE Pod has diversified and now all students in KS3-5 can have access to their resources for the cost of Y10 and	NLN	£7407.72 for a 2 year subscription. (14.26% discount) £9680 for a 3 year subscription (25.31% discount) Purchased	Internal data collection points External outcomes Approximately 20000 pods were watched from December 2020-July

	Y11 students. New initiatives: 'Getting ready for KS4' and 'Getting ready for KS5'. There are ready made revision questions and Check and Challenge for MAMA. This was very well received with the boundary leaper students. Well utilised.			2021.
Y10 intervention	May 2021- Identified Y10 students are receiving additional academic teaching from OUDEs interns. Subjects include: English, maths, science, RS, Geography and MFL. 4th May- 20th July 2021	NLN	15 hours of NLN time.	Progress will be reviewed in each subject area. Baseline assessments and endpoint assessments taken by Y10 students to identify progress.

Wider strategies

Strategy	Actions/Dates	Responsibility	Resources/ Costing	Review
Y7– 11 • Ensure our most vulnerable pupils have priority access to classroom teaching and online materials.	Launch resources in assembly/KIT. Gather vulnerable students (per year group) and demonstrate the resources available to them. Ensure vulnerable/SEND student receive support in using technology to access materials	NLN/ACW/DMC	NLN/ACW/DMC time TA support for SEND students and vulnerables	Monitoring of work, report outcomes, interviews with students.
Y7– 11 • Ensure pastoral contact home for disadvantaged students also identifies barriers to engagement due to technology or a lack of other forms of support.	Tutors and HoLs to discuss access to technology with families. Signposting to opportunities available Ask HoD/HoL to identify students who are not able to access specialist equipment at home or able to purchase specialist equipment	NLN/ACW/HoLs/HoD	NLN/ACW/HoL time Additional hardware, software and ICT supports	This was completed successfully and the data regarding the number of laptops and dongles loaned to families is below
Y7– 11 • Ensure teachers are focused on closing gaps for disadvantaged students that would potentially be greater in a blended learning environment.	DP strategies highlighted in KIT Prioritise DP students with interventions HoDs- recovery curriculum in place Use of google meet and the google suite by teachers.	NLN/ACW	NLN/ACW time	All departments have contributed towards constructing and implementing their catchup curriculum. HoD have identified topics covered during lockdown and this has shaped the curriculum this academic year. During the second lockdown google suite was used to support on line learning
_Y7 - 11_ • Reading: Metacognition, cultural capital and communication with parents	NLN to collate reading habits survey- 5th October Y7-9 to complete regular reading tasks as part of PD- using google forms and satchel one. KIT information for parents on metacognition and the importance of reading Reading challenges in the school holidays	NLN/EMW	EMW and NLN	March 2021 July 2021

Costings

Resources Requested	Subject	Impact	Year Group(s)	Cost
Student Practical Book	Science	To ensure all students have access to practical style questions	Y9	£504.88
Student Practical Book	Science	To ensure all students have access to practical style questions	Y10	£466.91
Student Practical Book	Science	To ensure all students have access to practical style questions	Y11	£469.61
webcams	English	To create WAGOLLs for all students in lessons and in possible remote learning situations. Can be reused year on year.	All	£900.00
Massolit	English	Student access to high quality lectures and seminar material from academics and chief examiners. 14 day free trial well used.	KS4	£450.00
Active Learn ebooks	Maths	Support catch up and online learning	Y7 to Y11	£732.60
ebooks	Maths	Support catch up and online learning		£200.00
Online textbooks	MFL	Students have access to revision materials	KS4	£360.00
Pearson online	MFL	To ensure students have access to revision materials	All	£2,200
Webcams	Tech	to support with WAGOLLs (EEF suggestion)	All	£374.09
Visualisers	MFL/SEN		All	£776.58
online textbooks	Maths	To support with KS4 students- catch up and online learning. Kerboodle x2	KS4	£360.00
CGP revision books	RS	To support catch up and content/support remote learning lesson delivery. Staff can take the booklet and create revision material for future years	Y11	£574.00
Google Suite - 3 years	All	To support on line/remote learning	All	£6,930
GCSE Pod membership (3 years)	All	To be used to support students with catchup - GCSE pod has access to lots of on line resources	All	£9,680
TA Additional Support	All	To support students in the classroom accessing work	Y7 to Y11	£20,273
Teacher costs for Y7 Catch up	All	This is a proportion of HBB's time to deliver catch up for year 7 completing - Read/Write inc	Y7	£13,139
			Total	£58,390.67

Resource to support Learning and Catch up

1. All year groups have an average attendance to live lessons of above 4 live lessons a day – not all lessons are done live for a variety of reasons so an average of 5 lessons per day is not likely. The vast majority of students were accessing between 4 and 5 live lessons per day
2. Only 5% of students have an average attendance to live lessons of less than 2 a day – these students are being supported/challenged through inclusion/SEN/HoL and DP lead
3. Contact is made daily with those students who are not engaging
4. All requests for hardware have been able to be fulfilled
5. Issues with using existing technology at home have been uncovered and support has been provided so devices such as iPads can be used as a device to get online
6. Nearly 9000 live lessons have taken place since the beginning of this lockdown
7. DP have an average attendance to online lessons that is slightly less than Non DP – approximately 0.4 fewer lessons per day than the general population. However, this figure may be skewed by the number of DP taking tech subjects at KS4, as DT is teaching differently than other subjects.

Use of Technology to Enhance Remote Learning and support Catch up

During this and previous lockdowns we have been identifying students without adequate technology at home. This has been done is a variety of ways:
1. Technology survey in Y7
2. Inclusion team contacting parents of vulnerable students
3. SEND loaning out laptops to students who normally use them in school
4. Investigation once lockdown began into why some students are not accessing online lessons

These investigations have led to the following actions:
1. System of tracking live lessons put into place
2. Logging of all equipment loaned by the school
3. All Y10 DP students receiving a laptop
4. Ordering of laptops through the Government scheme – 44 provided (29.01.2021)
5. Ordering of 4G dongles – 8 provided and all in use (29.01.2021)
6. 5 additional 4G dongles bought
7. 20Gb data sims received through a free scheme with Vodafone – we are using these in our 4G dongles as the DfE data runs out – we have 20 sims – 3 in use (29.01.2021)
8. Paperwork in place for parents/carers to sign
9. Repurposing of old hardware from the sixth form centre

10. Additional £5000 spent on purchasing more laptops to support catch up

This has resulted in the following equipment being loaned out to students (29.01.2021):

- 85 laptops/repurposed desktops
- 11 4G dongles

  Number of laptops/repurposed desktops by year group:

- Year 7 = 7
- Year 8 = 17
- Year 9 = 15
- Year 10 = 25
- Year 11 = 15
- Sixth Form = 6

Outcomes

Year 11

The PG for the Y11 cohort is showing that a positive P8 score being predicted. Catch-up has had a positive impact on the results for this cohort. Progress of DP is below non DP but with a higher P8 score than achieved in 2019.

Year 10

In term 3 the CWA grade for the Y10 students is closer to zero than it was in term 1. Progress has been made in the last 2 terms of +0.17 on the P8 score. However, CWA for the current Y10 is lower than at the same point 12 months ago for the current Y11 students. Further assessments are needed to see if the trend of improving CWA continues to move in line with a P8 of zero or above and to be in line with the current Y11 cohort. Progress of DP students is in line with non DP.

Year 9

In term 3 the CWA of the current Y9 is broadly in line with the CWA that the current Y10 students showed at this point in Y9. There has been some progress made on P8 for the Y9 cohort from term 1 to term 3. There was an improvement on the P8 of +0.5 from term 1 to term 3. More data is needed to validate this outcome. Progress of DP students is in line with non DP.

Year 8

The age related expectation (ARE) average score for the cohort is in line with 12 months ago before any national or local lockdown. The progress being made by the students is also broadly similar to 12 months ago. Progress of DP students is in line with non DP.

Year 7

The age related expectation (ARE) average score for term 3 for the cohort is in line with term 1 as is the progress. Progress of DP students in Y7 is slightly above non DP.

Conclusion/Evaluation

Due to not having externally validated data from last academic year and due to the most recent lockdown, further data is required to get a more accurate picture of the impact the measures put into place have had on the attainment and progress of each cohort. Additional interventions are also taking place with the DP students this half term and the impact of this will also be able to be assessed by the end of this academic year. Progress of DP students is broadly in line with non DP; however, again, further assessments are needed at the end of the academic year, where end of year exams will be used to validate this data.

June 2021
Andrew Williams
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