



Guilsborough Academy

## **COVID-19 Catch-Up Premium 2020-2021**

### **Context**

Due to the unprecedented educational disruption caused by COVID-19, the government has allocated a one-off budget of one billion pounds to aid the recovery and catch-up of children during the academic year 2020-21. Full details can be found here <https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium>.

The exceptional nature of this crisis requires and demands an exceptional response. Schools should utilise the funding for specific activities that support pupils to mitigate the impact of lost teaching caused by months of school closures.

Schools should align the funding with the government guidance curriculum expectations, which seek to ensure all pupils - particularly those that are disadvantaged, SEND and vulnerable – are given necessary catch-up support to make substantial progress by the end of the academic year.

### **Curriculum Expectations**

- **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** - All pupils receive remote education where needed, which is high-quality, safe and aligns as closely as possible with in-school provision.

### **Funding**

Schools will be allocated a total of £80 per pupil, which will be paid in three separate payments throughout the academic year. To support schools to make effective use of this funding, the Education Endowment Foundation (EEF) has published a [coronavirus \(COVID-19\) support guide for schools](#), which outlines evidence-based approaches.

### **Accountability and monitoring**

Schools will be held accountable and all funds must be tracked in order to meet the aim of ensuring students are not disadvantaged by the COVID-19 pandemic.



Ofsted plans to resume routine inspections in January 2021, with the exact timing kept under review. When routine inspections restart, Ofsted will make judgements about the quality of education provided, which will include how leaders are utilising funding (including the Catch-Up Premium) to ensure the curriculum has a positive impact on all pupils.

## **National Tutoring Programme**

Although all children have had their education disrupted by COVID-19, it is likely that disadvantaged and vulnerable students will experience significant impact.

The [£350 million National Tutoring Programme](#) (expected to launch in November 2020) will provide additional, targeted support for children and young people who need the most help. From the second half of the Autumn term, the National Tutoring Programme will make high-quality tuition available to 11 to 19-year olds. They will provide small-group tutoring activity for disadvantaged 16 to 19 students whose studies have been disrupted by COVID-19.

## **Overview of strategy at Guilsborough Academy**

The EEF guidance suggest 3 categories of support, which Guilsborough Academy will utilise.

### **1. Teaching and whole-school strategies**

- Access to quality first teaching for all students
- Student assessment and feedback (academic and wellbeing)
- Professional development (with a specific focus on early career teachers)

### **2. Targeted support**

- High quality one to one and small-group tuition
- Structured interventions (with a specific focus on Literacy and Numeracy)
- Planning for pupils with SEND and SEMH
- Professional development for Teaching Assistants or volunteers that may be delivering tuition

### **3. Wider strategies**

- Supporting students social, emotional and behavioural needs
- Pastoral support for students and their families
- Communication with and supporting parents and carers
- Supporting remote learning (devices and facilities in school)



## COVID-19 Catch-Up Premium Spending: Summary

SUMMARY INFORMATION			
Total Number of Pupils:	1138	Amount of Catch-Up Premium received per pupil:	£80
Total Catch-Up Premium Budget:	£91,720		

### Barriers to Learning

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	Low attainment and progress of students due to school closures in March 2020
B	Knowledge gap due to lost curriculum time during school closure (March to July 2020), resulting in potential negative impacts for students sitting examinations in June 2021
C	Increasing gaps in literacy skills due to lack of intervention during school closure (March to July 2020)

ADDITIONAL BARRIERS	
External barriers:	
D	Access to technology for home learning - poor IT access results in barriers to learning during potential school closure and additional small group tuition
E	Attendance rates for students that are eligible for the PP Fund are below the target for all students of 96, which reduces their school hours and causes them to fall behind.
F	Risk to student wellbeing due to anxiety and safeguarding concerns following Lockdown, as well as adjusting to the new school routines and structures

## Planned Expenditure for Current Academic Year

Quality of teaching for all					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Catch-up coordinator role (one year fixed contract)	Member of teaching staff responsible for monitoring and evaluating catch-up strategies to ensure all intervention is purposeful and appropriately targeted.	Key role in raising standards and awareness of how the school community has been affected by Covid-19. Catch-up coordinator will review data and utilise evidence to prioritise approaches from the EEF and government's suggestions that are best suited to our context.  Regularly reviewing impact ensures effective spending of this specific funding.	Post holder meetings with Assistant Principal to review and evaluate impact of interventions in all areas.	KNS AVL CNC	March 2021 July 2021
Reading age assessment using Literacy Online	Enable tracking of reading ages, ensure targeted intervention for appropriate students and monitor impact of literacy interventions.  All students in years 7 - 10 to have reading age assessed and shared with teaching staff to enable effective adaptation of lesson resource	EEF states assessment can help teachers to determine effective pupil-support. Every pupil will have been affected differently by COVID-19.  EEF states that standardised tests provide reliable and valid data. Digital tests can provide instant results and rich data, therefore ensuring intervention can be swiftly actioned.	Literacy assessment three times a year to measure and track students' literacy progress in phonics, spelling and reading comprehension.  Catch-up coordinator will review data with SENCo and Director of English after each assessment point and ensure appropriate intervention is in place and best practice strategies are shared to promote literacy in the classroom.	KNS CNC	Sept 2021 Feb 2021 July 2021
Total budgeted cost:					£5832



## Targeted Support

Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Small group tuition for identified students in Year 7 and who require support in literacy (Year 8 are also included due to limited impact during 2019-20 due to school closure)	<p>Support students to read accurately and fluently with good comprehension, as well as spelling correctly.</p> <p>To reduce gap between reading age and chronological to less than 1 year for all students in year 7 and 8.</p>	<p>2019 results in English demonstrate a gap in progress and attainment between disadvantaged children and their peers.</p> <p>In order to support pupils who have fallen furthest behind, structured interventions are likely to be necessary.</p> <p>EEF states there is extensive evidence showing the long-term negative impact of beginning secondary school without secure literacy skills.</p> <p>Fresh Start – EEF estimates that students make 3 months' additional progress by utilising this programme</p> <p>Reading comprehension strategies – EEF states that on average, reading comprehension approaches deliver an additional 6 months' progress</p>	<p>Specialist trained staff to deliver differentiated reading programmes e.g. phonics.</p> <p>Base line assessment of students' needs to ensure that the teaching is matched to their current levels of skill.</p> <p>Termly assessment to measure and quality assure provision and progress to enable a full evaluation, leading to modifications.</p>	CNC, CPR, CHU, BDY	Progress will be tracked and reviewed every 6 weeks whilst on the intervention.



<p>Accelerated Reader to be used with all students in Year 7 and 8</p>	<p>Students can ensure their selected reading texts are appropriate to their reading age.</p> <p>To reduce gap between reading age and chronological to less than 1 year for all students in year 7 and 8.</p>	<p>EEF shows students offered Accelerated Reader make +3 months' additional progress in reading compared to other similar pupils. For pupils eligible for FSM, the figure was +5 months' additional progress.</p>	<p>Base line assessment of students' needs to ensure that teaching is matched to their current levels of skill.</p> <p>Reading ages shared with all teaching staff.</p> <p>LRC manager ensures all students select texts appropriate to reading age and monitors impact through Star Assessments.</p>	<p>MDH CNC</p>	<p>3 times a year</p>
<p>Maths Whizz (MW) to be used with students in Year 7 and select groups of students in Year 8</p>	<p>Increase ability and confidence in Maths.</p> <p>Maths teachers are able to track strengths and weaknesses in each area of the curriculum for each student.</p> <p>All students working at or above target in year 7 (currently 30% towards) and year 8 (currently 8% towards)</p>	<p>2019 Maths results demonstrates a gap in progress and attainment between disadvantaged children and their peers, although both groups have a positive Maths Progress 8 outcome.</p> <p>Research states students who use MW for 45-60 minutes per week improve Maths age by +18 months.</p> <p>MW is personalised to the student, therefore the intervention is bespoke and tailored – leading to increased confidence over time.</p>	<p>Numeracy intervention leads to identification of target groups, monitor and evaluate the impact and then modify practice as needed, supported by TLR post holder.</p> <p>Numeracy intervention teacher to devise specific resources in response to feedback/data from MW and then share these with the department to ensure curriculum meets needs to close the knowledge and skills gap.</p>	<p>AVL NLD</p>	<p>Termly</p>



<p>Seneca Premium for students in Years 10-13.</p>	<p>Increase retrieval of knowledge specific to exam boards.</p> <p>Close the knowledge gap, which was widened by school closure in 2020.</p> <p>2020/2021 P8 +0.23</p>	<p>T&amp;L approach based on blended programme of retrieval, interleaving, spaced and visual cues.</p> <p>Evidence shows the platform had significant impact on outcomes compared to spaced and massed practice using PDF of same material.</p> <p>Year 11 PPE data shows significant drop in P8 from teacher predictions. Seneca offer predicted papers designed on historic patterns and syllabus.</p> <p>2019 results demonstrate a gap in progress for PHA and PMA compared to PLA.</p> <p>Dedicated Premium Knowledge courses specific for students aiming at grades 7-9s at GCSE or A-A* at A level.</p>	<p>Catch-up coordinator responsible for promoting and ensuring engagement of students.</p> <p>Using internal data to ensure students who are most likely to benefit are able to access and use the platform as directed to ensure effectiveness.</p> <p>Termly review of impact.</p>	<p>KNS AVL</p>	<p>Termly</p>
<p>Staff to provide remote revision sessions (Period 6). Sessions will be live and remote due to transport restrictions for majority of students (buses).</p>	<p>Intervention to close gaps in subject knowledge and prepare students for their examinations.</p> <p>Providing remote sessions will enable all, including our most vulnerable students, to attend the revision sessions.</p> <p>2020/2021 P8 +0.23</p>	<p>EEF COVID-19 Support for Schools Guide suggests that small group tuition delivered by qualified teachers is likely to have the highest impact.</p> <p>By using our staff, we can ensure tuition is guided by the school, linked to the curriculum and focused on the areas where pupils would benefit from additional practice or feedback.</p>	<p>Teaching identified through survey.</p> <p>Students selected for tuition based on data from internal assessments.</p> <p>Group size will be limited to ensure effectiveness of intervention.</p> <p>Tuition sessions delivered weekly, where progress will be monitored through regular assessment, testing knowledge and skills.</p>	<p>KNS AVL</p>	<p>Termly</p>
<p>Total budgeted cost:</p>					<p>£57,600</p>



Other Approaches					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
<p>Ensure all disadvantaged students have a computer and access to the internet at home.</p> <p>Ensure all children attending school during closure (keyworker and vulnerable) are able to access live lessons through suitable technology.</p>	<p>Investment in additional technology by providing devices for remote learning, tuition and access to online learning resources at home for homework, periods of self-isolation or school closure.</p> <p>All disadvantaged students are able to access live lessons and remote learning</p>	<p>EEF COVID-19 Support for Schools Guide states that access to technology has been an important factor in the extent to which students can learn effectively at home. In particular, the lack of technology access has been a barrier for many disadvantaged children.</p>	<p>Head of Year (HoY) to coordinate device access surveys across year groups and specifically of disadvantaged children.</p> <p>Responses tracked and reviewed by HoY and Pupil Premium Leader, with devices issued to support learning in event of school closure or online tuition to those highlighted in tracking.</p>	<p>WRD CNC HoY</p>	<p>Reviewed weekly. In event of school closure, this will be reviewed daily.</p>
<p>Ensure KS5 students can access specialist software by purchasing the upgraded Adobe package</p>	<p>Close the remote learning gap where KS5 students are supported by specialist package to enable them to complete work uninhibited by remote access</p>	<p>EEF COVID-19 Support for Schools Guide states that access to technology has been an important factor in the extent to which students can learn effectively at home.</p>	<p>IT department to implement installation and staff communication.</p>	<p>IT</p>	<p>Reviewed termly</p>



<p>Audit levels of Years 7-11 student wellbeing using Child Outcomes Research Consortium (CORC)</p>	<p>Identify students who would benefit from wellbeing interventions regarding resilience, motivation, compassion and positive behaviour to support their character development and classroom performance.</p> <p>Identify intervention groups (whole-school, Year or Key Stage) and use data to devise a pastoral plan.</p>	<p>EEF states that pupils' wellbeing and social emotional learning are not separate from their academic, curriculum-based learning.</p> <p>Meaningful and manageable assessment is crucial to ensuring interventions target the appropriate children.</p>	<p>Utilise CORC HeadStart case study to ensure effective delivery. Students to complete the audit during Registration under support and expectations of Form Tutor.</p> <p>Responses shared with WRD and HoY to influence subsequent pastoral interventions.</p>	<p>KNS</p>	<p>Reviewed at completion of audit.</p> <p>Subsequent interventions to be reviewed termly or end of programme, whichever is more suitable.</p>
<p>Total budgeted cost:</p>					<p>£30,386</p>
<p>Total expenditure</p>					<p>£93,822</p>



## ADDITIONAL INFORMATION

Education Endowment Fund:

[https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19\\_Resources/Covid-19\\_support\\_guide\\_for\\_schools.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf)

Education Endowment Foundation (2020) Impact of school closures on the attainment gap: Rapid Evidence Assessment, London: Education Endowment Foundation.

Tuition and the National Tutoring Programme:

<https://nationaltutoring.org.uk/>

<https://www.mytutor.co.uk/schools.html>

Literacy Intervention:

Brooks, G. (2016). What works for children and young people with literacy difficulties? (5<sup>th</sup> edition). Retrieved from

<http://www.interventionsforliteracy.org.uk/assets/What-Works-5thedition.pdf>

The Dyslexia-SpLD Trust

<https://www.thinkingreading.com>

<https://bedrocklearning.org/>

Numeracy Intervention:

<https://www.whizz.com/schools/maths-whizz/>

Languages Intervention:

<https://www.languagenut.com/en-gb/>

Cross-curricular packages and resources:

<https://senecalearning.com/en-GB/blog/seneca-premium/>

Wellbeing and Social Emotional Mental Health Support

[Wellbeing Measurement for Schools \(corc.uk.net\)](https://www.corc.uk.net)

[Wellbeing in Secondary Schools – Mental Health | Pacesetter \(pacesetteronline.co.uk\)](https://www.pacesetteronline.co.uk)