

Covid-19 Catch-Up Premium (2021-2022)

Education is not optional. All students should 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 of all students and they continue to be taught a wide range of subjects, maintaining their choices for further study and employment.

The DfE has allocated money to be spent on ensuring students (especially disadvantaged students) have the chance to catch up and supporting schools to enable them to do so. The DfE has also set out the following Curriculum Expectations, to ensure that all students – particularly disadvantaged, SEND and vulnerable pupils – are given the catch-up support needed to make substantial progress by the end of the academic year.

There are 3 routes to support this catch up work:

Route 1 – Tuition Partners (NTP online). 70% funded by DfE and 30% by schools via catch up funding.

Route 2 – Academic Mentors (Graduates or teachers external to school approved list provided). 95% funded by DfE and 5% by schools via catch up funding.

Route 3 – School Led Tutoring (school staff). Ring fenced grant for PP students based on 60% on cohort. 75% funded by DfE and remaining 25% from catch up premium.

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:

- **Teaching**
 - High-quality teaching for all
 - Effective diagnostic assessment
 - Supporting remote learning
 - Focusing on professional development

- **Targeted Academic Support**
 - High-quality one to one and small group tuition in school
 - AFA support
 - Academic tutoring
 - Planning for students with Special Educational Needs and Disabilities (SEND)

- **Wider Strategies**
 - Supporting students' social, emotional and behavioural needs
 - Planning carefully for adopting a Social and Emotional Learning curriculum
 - Communicating with and supporting parents

- Barnwood Park KS3 & 4 Catch Up Premium Plan**

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| Number on Roll | 839 | Allocated Catch Up Funding (based on PP) | £33,640 |
| % Pupil Premium | 31% | Allocated National Programme | Funding Tutoring School pays 30% and subsidised 70% |

OBJECTIVES:

- To reduce the attainment gap between disadvantaged students and their peers.
- To raise the attainment of all students to close the gap created by COVID-19 school closures and isolating students.
- Improve the progress of HPA/PP students from current starting points.

| Barrier Code | Barriers - Issues identified from September 2021 as barriers to learning (e.g. curriculum gaps / literacy / attendance / wellbeing) |
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| B1 | Literacy skills, especially for disadvantaged students |
| B2 | Understanding T&L strategies within the 'new normal' way of teaching |
| B3 | Readying the school for further home learning needs (E.g. isolating students) |
| B4 | Ensuring all students can access online learning at home |
| B5 | Gaps in curriculum as identified by each Head of Department linked to PLCs/RAGs |
| B6 | Ensuring our SEND and vulnerable students are making social, emotional and academic progress following the lockdown period |
| B7 | Maintaining a high attendance % for all students is a priority |

Teaching and Whole School Strategies

| Quality of teaching for all | | | |
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| Strategy | Success Criteria | Cost | Impact |

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| Focus on Rosenshine & Evidenced Based Strategies leading to all students knowing more and remembering more of the knowledge and curriculum being taught. Y7-11 (B2, B3, B6) | Evidence-based strategies are supporting students' learning potential in knowing more and remembering more. Evidenced by assessments. Termly T&L focus. CPD sessions adapted for staff, tracked in RPO foci from staff and observed in learning walks. QA and Deep Dive checks. | 0 | |
| Retrieval Practice and frequent Low Stakes Testing to improve student assessment and feedback. To Improve knowledge of gaps, long term memory and celebrate success. Y7-11 (B2, B5, B6) | Regular data collection. Gaps identified provide feedback for intervention. Improved student performance indicators across all three core subjects. | 0 | |
| Reflective Practitioner Opportunities (RPO) – observations and coaching. (B2, B3, B6) | Consistency in quality first teach. Positive and consistent practice observed in learning walks. | 0 | |
| CPD sessions on PP/SEN/literacy/dual coding and Meta-cognition. (B2, B3, B6) | Sharing regular best practice of T&L and developing practice. Positive and consistent practice observed in learning walks. | £1000 | |
| Curriculum planning in all subject areas to ensure the content is appropriate and lesson time is sufficient to cover all syllabus content to be examined. (B5) | Planning to ensure content is delivered in time whilst being able to assess along the way. Sequencing justifications meet learning loss and future needs. QA checks and book scrutiny. | 0 | |
| Mock exams for Y11 and progress test for Y7-10. (B5, B6) | Identify gaps in knowledge. Use this information to inform intervention both in and out of the classroom. Homework, assessment plans and interventions evidence addressing gaps. | 0 | |
| Progress tests, CATs tests, Kirkland Rowles survey, NGRT tests, Dyslexia screener, PASS survey, access arrangements Y7-11 - (B1, B5, B6) | Gain key information about our students, (especially Y7) to better inform teaching and interventions needed. | 0 Other funding | |
| Total budgeted cost: | | | £1,000 |
| Targeted Academic Support | | | |
| Action | Success Criteria | Cost | Impact |

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| Intervention sessions for all Y10 and 11 in form time by tutors for extra support in English, Maths and Science. (B5, B6) | All students focusing on key areas of development from mock exams and assessments. Interleaving and retrieval practice to aid long term memory. | 0 | |
| Deliver a program of revision techniques and revision. External providers for Y10 and Y11 students (Elevate). (B5, B6) | Teaching revision techniques to prepare students for their mock and summer exams. | £1600 | |
| 2 week rota of intervention sessions after school for targeted Y11 students with gaps. Specialists at the school delivering additional sessions. Students identified following exam data. (B5, B6) | Access for targeted students to get small group support in specific areas. Students that are targeted to attend. Evidence of improvement by students from baseline starting point and assessments. | 0 | |
| Identified students will attend LEXIA reading support intervention programme. Y7-9 (B1, B6) | Focus on support for PP/SEN and NGRT needs. Progress of reading ages improve across 100 targeted students across KS3. | 0 Cost covered last year | |
| Form time class reading in Y7-9 and vocabulary sessions. (B1, B6) | Students are developing a wider and more appropriate vocabulary range for subsequent use across the curriculum. Students have improved reading ages and engagement towards reading. | 0 | |
| Access the National Tutoring Program to ensure additional targeted support is put in place for identified students with need across English and Maths. Focus on disadvantaged students with greatest need. Y10 & 11 and then 8&9. (B3, B4, B5, B6) | 90 students in Y11 & 10. The identified students will have their progress tracked at key assessment points in specific key topics. 60% PP uptake achieved. Later in the year 90 students in Y8&9 for targeted interventions from GL assessments. Transport home to be considered. | £6,480 x 2 = £12,960 | |
| In school 1 to 1 school led tuition and small group interventions for disadvantaged students in English and Maths. (B3, B4, B5, B6) | PP and CiC students targeted x5 students across Y8-10 for 15 weeks 1 to 1 = £2700. Small group work for 54 students across 15 weeks for Y10 & 11 students = £3975. Across Eng & Maths. MFL to be added later in the year. | Total £6,675 £2000 | |
| Tassomai programme for development and catch up in English, Maths and Science. (B3, B4, B5, B6) | Progress in assessments improved. Homework linked to gaps. | £3,541 per year | |
| Total budgeted cost: | | | £26,776 |

| Wider Strategies | | | |
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| Action | Success Criteria | Cost | Impact |
| Provide laptop trolley to aid intervention work and online tutoring sessions. (B4, B5) | Students have the necessary access to aid learning opportunities. | £1000 | |
| Incentivise improvements in attendance for students and parents. Y7-11 (B7) | This will encourage students to attend and parent co-operation with attendance. Increase in student attendance from 19-20. | £500 | |
| A new system in place for parent's evenings in 2020/21 to ensure regular dialogue between home and school regarding academic performance. Y7-11 (B3, B4, B5, B6, B7) | To maintain communication between the school and the parents regarding academic performance and target next steps for improvement with parental support and reinforcement. | £798 | |
| Skylark | Team building and social skill development of vulnerable students | £3000 | |
| Cultural Capital – Academic mentoring with Equip in Y7, Thrive in Y8 and Star in Y9. Rewards and visits to aid their cultural capital. | Attitude to learning and progress of HPA groups tracked and showing improvement. | £1500 | |
| Total budgeted cost: | | | £6,798 |

| Catch up Funding allocation | Cost |
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| Teaching | £1,000 |
| Targeted Academic Support | £26,776 |
| Wider Strategies | £6,798 |
| Total | £33,574 |
| Allocation | £33,640 |

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| Total school led funding allocation | £28,147 |
| Allocation so far – 25% of school led funding came from catch up funding | £6,675 (25% of £28,147 is 7,036) |