

## **Covid 19 Catch-Up Premium and Curriculum Evaluation (2020/21)**

The DfE has allocated £650 million to be spent on ensuring all students 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 students 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 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.

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 for all students and they continue to be taught a wide range of subjects, maintaining their choices for further study and employment.

Remote education 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 students. Curriculum planning should be informed by an assessment of students' 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 students with Special Educational Needs and Disabilities (SEND)

### 3. Wider Strategies

- Supporting students' social, emotional and behavioural needs
- Planning carefully for adopting a Social and Emotional Learning curriculum
- Communicating with and supporting parents
- Supporting parents with students of different ages
- Successful implementation in challenging times
- Ofsted will conduct interim visits to schools between 28 September and December 2020 and will discuss with school leaders how they are ensuring that students resume learning the school's curriculum, including contingency planning for the use of remote education and the use of catch-up funding.

#### Barnwood Park KS3 & 4 Catch Up Premium Plan

Number on Roll	787	Allocated Catch Up Funding	£61,849 (actually received £62,320)
% Pupil Premium	33%	Allocated Funding National Tutoring Programme	School pays 25% and subsidised 75%

#### OBJECTIVES:

- To reduce the attainment gap between your 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
- Reduce anxiety of students to raise attendance levels from 2019-2020

Barrier Code	Barriers - Issues identified from September 2020 as barriers to learning (e.g. curriculum gaps / literacy / attendance / wellbeing)
B1	Literacy skills (Tutor reading has not been taking place since March 2020)
B2	Understanding T&L strategies within the 'new normal' way of teaching
B3	The new plans for the school day create a number of logistical difficulties which could hamper high quality teaching and learning
B4	Readying the school for further home learning needs (E.g. isolating students)
B5	Ensuring all students can access online learning at home
B6	Gaps in curriculum as identified by each Head of Department linked to PLCs/RAGs

B7	Gaps in knowledge that have appeared between March and July 2020 (as identified through assessment in Term 1 and 2
B8	Ensuring our SEND and vulnerable students are making social, emotional and academic progress following the lockdown period
B9	Understanding the ability of our new Year 7 intake without SATS scores
B10	Maintaining a high attendance % for all students is a priority
B11	Wellbeing: Students adjusting to the new school routines and structures
B12	Wellbeing: Concerns around anxiety and safeguarding issues following the lockdown period

## Teaching and Whole School Strategies

Quality of teaching for all			
Strategy	Success Criteria	Cost	Impact
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, B8)	Evidence-based strategies are supporting students' learning potential in knowing more and remembering more. Evidenced by PLCs and assessments. CPD sessions adapted for staff, tracked in RPO foci from staff and observed in learning walks.	0	Informed CPD & RPO work (coaching conversations). Creation of the Barnwood Lesson to aid online and face to face practice. Continuing in 21-22. Highlighted in LW and QA feedback. GL assessment and Y11 progress.
Frequent Low Stakes Testing to improve pupil assessment and feedback. To Improve knowledge of gaps and celebrate success. Y7-11 (B2, B6, B7, B8)	Regular data collection. Gaps identified provide feedback for intervention. Improved student performance indicators across all three core subjects, in line with other students with the same starting points nationally.	0	Highlighted in LW and QA feedback. Embedded in lessons across subjects and school and used to identify feedback for next steps. Maths and Humanities use well in h/w strategies.
Reflective Practitioner Opportunities (RPO) – observations and coaching via TEAMS. (B2, B3, B4, B8)	Sharing regular best practice of T&L and developing remote education practice. Positive and consistent practice observed in learning walks.	0	100% of lesson observations and coaching sessions completed by staff. Staff confidence and skills improving from survey data. Staff using online coaching and observations in lockdowns.

Curriculum planning in all subject areas to ensure the content is appropriate and lesson time remaining is sufficient to cover all syllabus content to be examined. (B6)	Planning to ensure content is delivered in time whilst being able to assess along the way. Sequencing justifications meet learning loss and future needs.	0	To be shared on new school website when launches in October. Allowed delivery of focused curricula to aid progress and course coverage.
Mock exams for Y11 and progress test for Y7-10. (B6, B7)	Identify gaps in knowledge that have developed during lockdown. Use this information to inform intervention both in and out of the classroom. Homework, assessment plans and interventions evidence addressing gaps.	0	Progress data of all years. See data sheet for Y11 TAGs, Y10 mock exams, Y7-9 GL assessments. Strong improvements for Y11, 9, 8, 7. Focus on Y10 progress moving into Y11 needed.
Progress tests, CATs tests, Kirkland Rowles survey, NGRT tests, Dyslexia screener, PASS survey, access arrangements Y7-11(B1, B6, B7, B8, B9, B11)	Gain key information about our students, (especially Y7) to better inform teaching and interventions needed.	£9,360	Tests used to identify students for interventions and support. See data sheet for progress.
Total budgeted cost:			£9,360
<b>Targeted Academic Support</b>			
<b>Action</b>	<b>Success Criteria</b>	<b>Cost</b>	<b>Impact</b>
Intervention sessions for all Y10 and 11 in form time by tutors for extra support in English, Maths and Science. (B6, B7, B8)	All students focusing on key areas of development from mock exams and assessments linked to work from lockdown 1.	0	Sessions completed. Y11 Maths 9-4 T2 = 43%, T6 = 78%. Y11 Eng 9-4 T2 = 54%, T6 = 89%. Sci 9-4 T2 = 44%, T6 = 74%. Y10 Maths making progress but more work needed in Eng and Sci.
Deliver a program of revision techniques and revision during Y11 PSHE sessions and external providers for Y10 and Y11 students. (B7, B8)	Teaching revision techniques to prepare students for their mock and summer exams.	£1050.50	Y10 External provider work was cancelled due to COVID. Sessions run in school by school staff. Booked for Sept/Oct.
2 week rota of intervention sessions after school for targeted Y11 students with gaps. Specialists at the school delivering additional lessons online through teams and in person. Students identified following mock exam data. (B6, B7, B8)	Access for targeted students to get small group support in specific areas. Students that are targeted to attend, have at least 90% engagement in sessions. Evidence of improvement by students from baseline starting point in PLCs and assessments.	0	Sessions run but attendance at 70%. Tweaked sessions to be a mixture of online and face to face to increase engagement of some. Y11 positive progress in all areas – see data sheet.

All students in Y11 receiving revision sessions across all subjects from March-May after school on a set rota to evenly share support. (B6, B7, B8)	Evidence of improvement by students from baseline starting point in PLCs and assessments focusing on weak areas.	0	Sessions completed. Y11 positive progress in all areas – see data sheet.
Targeted students in all years to have access to life coaches where need is identified by PL from graduated pathway. Y7-11 (B3, B8, B10, B11, B12)	Improved attendance from 19-20. Reduced anxiety in students and those requiring nurture support in student services. Reduced call outs and exclusions.	£2,345	Whole school attendance 19-20 = 92.74% 20-21 = 94.20% +1.56% in a pandemic 31 less exclusions in 20-21 to 19-20.
All staff and students in all years to have access to emotional support and guidance from Trauma Informed trained staff and form tutors. OH EAP to support staff well-being. Y7-11 (B3, B8, B10, B11, B12)	Improved attendance from 2019-2020 for students and staff. Reduced anxiety in students and those requiring nurture support in student services. Reduced call outs and exclusions.	TI training paid for with other funding.	Staff attendance 19-20 = 97.34% 20-21 = 97.75% Improved in a pandemic. 6 staff accessed reflective supervision and 3 for OH EAP support.
Students in Y7 – 10 to complete NGRT reading tests to identify students where reading, SPAG and vocabulary may limit progress. (B1, B7, B8)	These tests will enable us to track reading ages and highlight the positive impact our literacy strategy is having.	Allocated above.	NGRT progress Oct-June Y7 - 98.01 to 100.21 Y8 – 100 to 101.43 Y9 – 99.07 to 102.85
Identified students will attend LEXIA reading support intervention programme. Y7-9 (B1, B7, B8)	Focus on support for PP/SEN and NGRT needs. Progress of reading ages improve across 100 targeted students across KS3.	£6,934.50	NGRT progress Oct-June Y7 - 98.01 to 100.21 Y8 – 100 to 101.43 Y9 – 99.07 to 102.85
Form time class reading in Y7-10 and vocabulary sessions. (B1, B7, B8)	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	NGRT progress Oct-June Y7 - 98.01 to 100.21 Y8 – 100 to 101.43 Y9 – 99.07 to 102.85
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 PP, HPA and other students with greatest need. Y9, 10, 11 (B5, B6, B7, B8)	60 students in Y11. 60 students in Y10. 60 students in Y9. The identified students will have their progress tracked at key assessment points in specific key topics. Attendance maintained at 95% or above.	£10,770	Y11 Maths 9-4 T2 = 43%, T6 = 78%. Y11 Eng 9-4 T2 = 54%, T6 = 89%. Sci 9-4 T2 = 44%, T6 = 74%. Mindsets and confidence of students developed positively.

Tassomai programme for development and catch up in English and Science. Y7-11 (B4, B5, B6, B7, B8)	Progress in assessments improved. Homework linked to gaps in PLCs and lockdown 1 topics.	£3,541	Y11 Eng 9-4 T2 = 54%, T6 = 89%. Sci 9-4 T2 = 44%, T6 = 74%.
Total budgeted cost:			£24,641
<b>Wider Strategies</b>			
<b>Action</b>	<b>Success Criteria</b>	<b>Cost</b>	<b>Impact</b>
Purchase 37 desktop computers for teachers. Y7-11 (B4, B5)	Capacity to teach remotely for isolating students.	£14,000	All lessons after lockdown 1 were online face to face using Teams. Intervention sessions and support online via Teams too.
Purchase 30 classroom visualisers to support the fact staff can no longer walk the classroom freely for feedback. Y7-11 (B2, B3, B8)	These will support high quality T&L as they will enable staff to model from the front (staff cannot freely move around the classroom) to provide feedback. Learning walk check for frequency of use.	£2,178	Aided use in online lessons and modelling without breaking COVID guidelines to keep safe whilst aiding T&L/feedback.
Provide laptop and wireless connection devices for students, particularly, disadvantaged students and those identified as vulnerable. Students identified across all year groups with lack of adequate equipment or connectivity issues. Y7-11 (B4, B5)	All vulnerable students have the necessary equipment to access remote learning opportunities. Spreadsheet created and tracked.	From Gov schemes.	0 students without access to remote education. Engagement of some groups now the challenge.
Webcams purchased to allow remote teaching and headphones for key worker/vulnerable students accessing remote education from school. Y7-11 (B4, B5)	Remote education and live lessons maintained in school for isolating students and key worker/vulnerable group for more effective tuition.	£4,743	All lessons after lockdown 1 were online face to face using Teams. Intervention sessions and support online via Teams too.
Continue the tracking of home learning engagement to keep up the positive momentum that was created during lockdown. Y7-11 (B4, B5, B8, B10)	Home learning will improve the independence of our students as well as support progress when it comes to key assessment points	0	Spreadsheet of registers to track engagement and inform home visits or calls to those in need.

Leaders to track and monitor catch up strategies closely looking at low effort – high impact successes and continually refining practice to ensure learning gaps are closed in the most effective and timely manner. (B6, B7, B8)	Quality first teaching remains the single most effective strategy for closing learning gaps. A focus on curriculum sequencing and RAG/PLCs will help target specific subject knowledge students are not yet secure in. A cycle of plan – do – review will also support effective catch up in the classroom.	0	Collaboration with staff, students and parents. RAGs/PLCs discussed frequently. Focus on next steps and EBIs. Identified in QA feedback.
Incentivise improvements in attendance for students and parents. Y7-11 (B10, B11)	This will encourage students to attend and parent co-operation with attendance. Increase in student attendance from 19-20.	Other funding	Whole school attendance 19-20 = 92.74% 20-21 = 94.20% Badges, certificates and vouchers.
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 (B8, B10, B11, B12)	To maintain communication between the school and the parents regarding academic performance and target next steps for improvement with parental support and reinforcement.	£798	All parent's evening ran online with positive feedback. Attendance at 80% for year. Keep online for start of 21-22.
Social skill development and team building skills to aid integrating with others and regulation after so long out of school. Y7-9(B8, B10, B11, B12)	Y7 team building sessions and Play Gloucestershire work. Y8 & 9 Skylark programme. Less call outs and exclusions.	3240	31 fewer FTEs compared to last year and 1 less PEx. attendance 19-20 = 92.74% 20-21 = 94.20%
Education Psychology provision to help meet the needs for students to engage in T&L.	Supporting student needs to engage in their learning and reduce exclusions.	£3,360	Aiding attendance and exclusions as above with better provision to meet need. Waiting list and more EP hours needed.
Total budgeted cost:			28,319

Catch up Funding allocation	Cost
Teaching	£9,360
Targeted Academic Support	£24,641
Wider Strategies	28,319
Total	£62,320
Allocation	£62,320