

COVID-19 CATCH UP PREMIUM PLAN 2020-2021 and 16-19 TUITION FUND

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 Schools 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.

The DfE has also set out the following Curriculum Expectations, to ensure that all students, particularly disadvantaged, SEND and vulnerable students, are given the catch-up support needed to make substantial progress by the end of the academic year.

The 16 to 19 Tuition Fund is £96 million of one-off funding for the 2020 to 2021 academic year only. It is ring fenced funding for schools, colleges and all other 16 to 19 providers to mitigate the disruption to learning arising from coronavirus (COVID-19).

Education is not optional

All students 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 students 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 Learning and Teaching

- High quality learning and teaching for all
- Effective diagnostic assessment
- Supporting Remote Home 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 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

Catch-Up Premium Plan and 16-19 Tuition Fund

Number on roll – 1431 (sixth form) 412

5% Pupil Premium –

Allocated funding – £80000 Catch-Up Premium, £309 16-19 Tuition Fund

Together our mission is to develop and to become worldly-wise, self-assured, high-achievers through an exceptional all-round education

Our vision is to be seen as world-class through offering those most naturally able, irrespective of their background, the best all round education offered by a UK state school

The School has ensured that staff are well trained in remote and blended learning to give all students the best opportunity to maintain continuity in their learning.

The School has worked to ensure that it is offering support to preserve the well being and mental health of students and staff

The School is committed to ensure that students who have fallen behind are given every opportunity to catch up

Aims of the strategy are:

1. Ensure academic development and progress is not negatively impacted by COVID-19 and #LearnAtHome
2. Ensure pastoral development, well-being, and welfare are prioritised, identifying needs and providing support
3. Support students' needs during extended periods of Remote Home Learning

Literacy -Library reading lessons have not taken place due to lockdown(s)	<ul style="list-style-type: none"> • Library staffed with Covid-safe lending • Resources prepared for students to encourage both fiction and subject based reading
Gaps in curriculum coverage and understanding assessed by Subject Leaders	<ul style="list-style-type: none"> • Software licences to ensure revision and catch-up materials are readily available • Maintenance of VLE • Supervised study/ care offered in school throughout both lockdown periods
Gaps in Careers and Higher Education advice and guidance	<ul style="list-style-type: none"> • Online university interview preparation • Virtual talks by industry professionals • Resources for remote careers education to meet Gatsby benchmarks • Elevate on line • Migration of Sixth Form conference to online
Focus on start points and catch up for Year 7 and 8 students	<ul style="list-style-type: none"> • Small group catch up classes in core subjects run by departments • Admin team to maintain links between home and school
Adjusted School day and logistical issues that prevent high quality learning and teaching	<ul style="list-style-type: none"> • Online science experiments and music lessons to replace the face to face experience
Ensuring SEN students are making social, emotional and academic progress during periods #LearnAtHome	<ul style="list-style-type: none"> • Maintenance of full SEND provision during Lockdown
Maintaining high lesson attendance for all students whether remotely or in School	<ul style="list-style-type: none"> • Deployment of key personnel to chase absences and to deal quickly with self-isolation cases, often at weekends and in holidays
Well-being concerns around anxiety, safeguarding and personal development	<ul style="list-style-type: none"> • Counselling and pastoral providers working considerably in excess of contracted hours to provide service • Full supervised provision in school, during lockdown, for vulnerable students and those of key workers
Ensure parental engagement levels are maintained for virtual meetings	<ul style="list-style-type: none"> • Software purchased to facilitate virtual parents meetings
Identifying resourcing needs for any extended period of Remote Home Learning	<ul style="list-style-type: none"> • Bringing forward iPad provision for years 7 and 8; additional licencing costs

	<ul style="list-style-type: none">• Staffing required to supervise dispatch and management of iPads for younger boys
Provision for digital learning during the lockdown period	<ul style="list-style-type: none">• Additional support in IT needed to ensure robust infrastructure• Training of staff to deliver quality on line provision

