COVID Catch-Up Premium

## Strategy Document

2020 - 2021

Teaching and Learning

Ensure that all students have access to the full curriculum and are able to reduce any gaps in knowledge that may have occurred during the school lockdown.

Teaching & Learning Framework:
Provide high quality first teaching for all students by providing high quality CPD to all staff. This will include training that:

- Enhances subject knowledge of staff
- Focuses on Literacy, in particular vocabulary acquisition and reading, in order to embed literacy at the core of the curriculum
- Develops staff competence in delivering strategies that focuses on memorisation. This includes retrieval practice that consolidates and deepens students knowledge and understanding through strategies such as interleaving, spaced practiced and elaboration.
- Develops staff knowledge of 'blended learning' techniques and online learning platforms to enhance the learning of students.

Create robust systems for online/remote learning, to deal with students isolating, year group and school closures in order to protect against lost learning
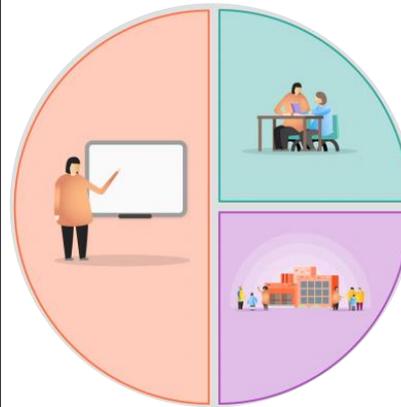
Targeted Academic Support

1 to 1 / Small Group Intervention: support identified students in English, Maths and Science to reduce any gaps in knowledge, particularly those students who are identified as most vulnerable, including SEND and Disadvantaged students

Literacy and Numeracy Interventions: Prioritise intervention for Year 7 – 9 students to improve literacy and numeracy skills using a range of strategies and resources.

KS4 Intervention: Provide a variety of resources and online packages that will support the 'blended learning' of Year 10 and 11 students in order keep them engaged with their studies and support independent learning.

Ensure the most vulnerable students are fully equipped and supported in order to minimise loss of learning.

Wider Strategies

Access to Technology: Provide the facilities and equipment to support online learning to students, including the provision of laptops and internet access in the event of school closures. Provide the facilities for keyworker students to access 'live' online learning in the event of another lockdown.

Parental Support: Develop systems to enhance the communication from school to parents to increase engagement and offer support. This includes extending the use of texts and emails to parents, providing the opportunity for remote parents evening for all year groups, regular phone calls from form tutors and the extended pastoral team.

Aspiration raising: All Year 11 students to have a remote careers interview with external career advisor to support them with their next steps in education

Social, Emotional and Behavioural Support: Provide opportunities for agencies to support students and families in difficulties and remove non-academic barriers. Embed key PSHE themes in virtual assemblies

Enrichment Opportunities: Widen students cultural capital by offering a

Catch-Up Premium Plan 2020/21

Lees Brook Community School

Summary information							
School	Lees Brook Community School						
Academic Year	2020-21	**Number of pupils on roll**	1059	**Number of pupils (disadvantaged)**	312	**Total Catch-Up Premium**	£84,720

Guidance
Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge. Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11. As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.

Use of Funds	EEF Recommendations
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. To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a coronavirus (COVID-19) support guide for schools with evidence-based approaches to catch up for all students. Schools	The EEF advises the following: Teaching and whole school strategies - Supporting great teaching - Pupil assessment and feedback - Transition support Targeted approaches - One to one and small group tuition - Intervention programmes - Extended school time Wider strategies

should use this document to help them direct their additional funding in the most effective way.	• Supporting parent and carers • Access to technology • Summer support

Planned expenditure - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools)				
i. Teaching and whole-school strategies				
Desired outcome	**Chosen approach and anticipated cost**	**Impact (once reviewed)**	**Staff Lead**	**Review date?**
All students to remain engaged with learning whilst being educated from home and therefore minimising loss in learning	Invest in effective remote learning CPD and technology in order for all staff to be able to deliver live lessons when appropriate so that students follow the normal timetable and curriculum where possible. CPD delivered through INSET and Directed Time. Invest in technology that aids and supports the delivery of live lessons.	Minimise loss of learning All students had access to 5 hours of learning per day (normal timetable) whilst in lockdown. All students had access to either live lessons via teams or lessons via classcharts if they were absent from school.	HAM & LDs	Termly
All students to reengage effectively with learning, teaching staff having responded to any missed learning with re-drawn curriculum maps.	Adapt existing curriculum plans to address the impact of Covid19, and plan 'blended' curriculum to readdress missed content and to incorporate a greater level of online learning opportunities. Purchase all students in Year 10 revision guides to allow them to ensure independent work can be completed at home	Minimise loss of learning and gaps in knowledge by teaching content that is best suited to the delivery method, whether this is face to face teaching or remote online learning. All students in Year 10 have received a revision guide for each subject they study.	Learning Directors & SLT links SMS GES	July 2021
Teachers to have a clear understanding of what gaps in learning exist against national expectations and use this to inform planning for future delivery and intervention.	Adapt existing assessment calendar, and assessments, to incorporate appropriate content and format, to allow regular review of student learning. Prioritise 'low stakes/no stakes' AFL strategies via retrieval, to improve pupil assessment and feedback. Use online packages eg Seneca, Blooket, Quizlet, MyMaths etc	Whole school assessment calendar has changed in line with ALT. Faculties have adapted their own assessments to allow them to review student learning earlier	SMS, GES & HAM	Ongoing

	Invest in devices for classrooms to engage students and support instant feedback strategies from online packages. Purchase national diagnostics testing for Year 7/KS3 to identify specific gaps particularly in reading and literacy and then provide specific reading and literacy intervention for identified groups.			
Provide **high quality teaching** for all students	Invest in high quality CPD to enhance subject knowledge of staff in particular in Literacy and improving quality first teaching.			Ongoing
Creation of **robust systems** for online learning, to deal with students isolating, year group and school closures	Plan systems/packages of learning for different scenarios and create a remote education provision map to share with staff, students and parents. Publish this on school website and send to all parents. Use an INSET day to provide CPD for staff on how to use MS Teams for 'live lessons' and give time for the development of online resources. ICT support and training for students to ensure they can all access Microsoft Teams. Pastoral team to make contact with students who are persistently absent and monitor work completed LD to create a half termly curriculum map for their subject that the Achievement Mentor in school uses to set work for individuals who have to self-isolate daily.	All students had access to 5 hours of learning per day (normal timetable) whilst in lockdown. All students had access to either live lessons via teams or lessons via classcharts if they were absent from school. INSET delivered to staff and all staff deliver 'live lessons' during lockdown or if a class/year group are isolating All students trained on how to access MS Teams for each lesson they have for a whole week. Attendance improved from 48% to 83.5% from first lockdown (Mar-Jul 20) to second lockdown (Jan21-Mar 21) All students who have been absent from school due to self isolation have had work sent to them daily that links to each subject that they would have studied on the days they were off. Minimising loss of learning	HAM	Half termly

ii. Targeted approaches				
Desired outcome	**Chosen action/approach**	**Impact (once reviewed)**	**Staff lead**	**Review date?**
1-to-1/ small group intervention Disadvantaged and SEN students will receive focused support that addresses their individual needs in English and Maths. They will work with the Achievement mentor to set achievable targets that will help them to see the progress that they are making, boost their confidence and improve their academic attainment.	Identify targeted students and use appropriate approach that supports their individual needs eg NTP programme or another alternative programme. Extend the school day for interventions and provide Holiday sessions.		GAC & HAJ	Half-termly
Literacy/numeracy intervention Prioritise closing gaps in literacy and numeracy, particularly in Years 7-9.	Redeploy TA's/Librarian to deliver additional intervention opportunities for identified students Purchase online programme/tuition that targets specific gaps in knowledge of identified students Invest in new books for the library that capture the interest for reading, particularly boys.		SMS/GES	Half-termly
KS4 intervention Targeted students will receive focused support that addresses their individual needs, so that attainment data demonstrates in-year gaps across cohorts have narrowed.	Purchase revision guides for Year 10 students to support reengagement in subjects they are studying. Purchase online programme/tuition that targets specific gaps in knowledge of identified students in Year 10 Provide opportunities for Y11 students to access study support sessions both face to face and remotely.	All Year 10 have received revision guides for all subjects they study Plan in place for Jan 21, however went into lockdown 2. Some teachers have continued offering some remote extra curricular opportunities	GES GES	Dec 2020 Dec 2020 -
Support SEN students due to take examinations this year	Purchase additional technology to support all SEN students within examinations that normally require	All students that are entitled to access arrangements had the opportunity to use a reader pen	DAH	

	reader/scribes.eg reader pens, chrome books and digital licenses	and chrome book for their trial examinations.		

iii.　　Wider Strategies				
Desired outcome	**Chosen action/approach**	**Impact (once reviewed)**	**Staff lead**	**Review date?**
Parent support Increased parental engagement and support. Parents given data and information needed to support the school and their children academically and emotionally. Extensive communication and text messages sent to parents to provided knowledge of data, school events to support their child and where they can gain support and advice.	Provide a remote parents subject evening for all year groups to engage with parents about the academic progress of their youngster Form tutors to have a verbal parents evening over the phone to check on the social and emotional and mental welfare of all students. Extended pastoral team to make regular phone calls to identified families. Use of parent email, letters, texts as means of communication. Increase the use of new technology to support feedback eg Microsoft Forms	Parents feel engaged and supported by the information provided by the school. From 317 responses the average rating was good (3.91, with 5 being excellent, 1 being poor) Parents feel well informed of school actions and processes. Pupils accessing remote learning increases. This has moved from 48% to 83.5%	GES BWD/HOY	Spring 1 & 2
Access to technology for home learning Ensure all students have sufficient access to IT facilities, in order to engage with online curriculum provision.	Identify students that do not have their own device/laptop for working remotely and provide them with one. Use the Government scheme first and then purchase any additional devices that are required. Prioritise FSM, PP, SEN and other vulnerable groups of students first. Identify students that have devices, but struggle with connecting to the internet and provide portable 4G router and Wifi access. Purchase technology if needed to allow staff to deliver high quality live lessons remotely eg web cams and visualisers in all classrooms.	Learning loss will be as limited as possible. All students have had access to curriculum and could be taught as normally as possible. 276 devices in total received and either given out to the most vulnerable students or loaned out to students who not identified as disadvantaged. Was able to source 50 Vodaphone SIM cards and 312 BT Hotspot codes from companies to allow internet access for those students who were struggling. Purchased routers in additions. All students had access.	GES and BRL QoE Team IT team SMS	Autumn 2 and Spring 1

	Purchase technology and equipment that will allow keyworker students in school to access live lessons in the event of another Lockdown eg additional devices, headphones	All classrooms have web cams and visualisers to enable staff to deliver live lessons to students. Headphones purchased and devices organised to allow all keyworkers (120) to access live lessons whilst at school. Minimised loss of learning as they were able to access normal timetable		
Students remain focussed on **future aspirations** through a careers and guidance programme	All Year 11 to have a remote careers interview with an external careers advisor, with priority given to PP and other vulnerable students. Other students to receive careers guidance and information through regular virtual assemblies.	All Year 11 students accessing an individual meeting with careers advisor remotely on a Wednesday All students receiving careers information through virtual assemblies	GOM	Ongoing
Supporting students social, emotional and behavioural needs	Use counselling time from Mental Health lead to support identified students and families Invest in support both within school and from outside agencies that can target strategies that remove non-academic barriers eg attendance, behaviour, social and emotional support Embed virtual assemblies to cover PSHE, Key themes and Personal Development topics Financial support given to incentivise/reward improvements in attendance, behaviour, achievement.	All students accessing virtual assemblies weekly.	HDS HAK	Ongoing
All students have the opportunity to access an **enrichment programme** that supports/enhances their cultural capital development.	Invest in enrichment activities/clubs/opportunities to widen their experiences beyond the classroom environment. Priority given to FSM, PP, SEN and other vulnerable groups of students.		HAK	Ongoing