

Bishop Douglass Covid 19 Catch-Up Premium and Curriculum Expectations 2020/21

Background

In an unprecedented year, in which the country has been gripped by the Covid-19 pandemic, the Department for Education have allocated “catch-up” funding to help those who have fallen behind during the lockdown in March, and for any future disrupted periods of learning. This additional funding for publicly funded schools in England to raise the attainment of pupils that may have been disadvantaged by the lock-down period and close the gap between them and their peers.

School context

Bishop Douglass have continued to provide thorough and comprehensive support for its pupils during lockdown, and during periods of self-isolation, but the inevitable impact on progress, as a result of diminished face-to-face time, will need to be addressed.

The DfE has also set out the following **Curriculum Expectations**, to ensure that all pupils – 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 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

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 pupils. Curriculum planning should be informed by an assessment of pupils’ 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 pupils with Special Educational Needs and Disabilities (SEND)

3 Wider strategies

- Supporting pupils’ social, emotional and behavioural needs
- Planning carefully for adopting a Social and Emotional Learning curriculum
- Communicating with and supporting parents
- Supporting parents with pupils of different ages

Catch-up Premium Plan KS3 & KS4

Academy	Bishop Douglass	Allocated funding (Catch-Up)	£48,000
Number on roll (total)	615 (Year 7 – 11)	Allocated funding (National Tutoring Programme)	Not known yet
% Pupil Premium eligible pupils	150 (30%) (excluding Year 7 at this point)	Number in sixth form	179

Issues identified from September 2020 as barriers to learning (e.g. curriculum gaps / literacy / attendance / wellbeing)
B1: Literacy skills due to the lack of reading that is usually done in school
B2: Gaps in curriculum as identified by each Head of Department
B3: Readyng the school for further home learning needs
B4: Ensuring all students can access online learning at home
B5: Gaps in knowledge that have appeared between March and July 2020 (as identified through in-class assessment, the mock exams in September and the PP1 assessments in October)
B6: Ensuring our SEND students are making social, emotional and academic progress following the lockdown period
B7: Gaps in 'careers and further education' advice and guidance
B8: Maintaining a high attendance % for all students is a priority
B9: Wellbeing: Students adjusting to the new school routines and structures
B10: Wellbeing: Concerns around anxiety and safeguarding issues following the lockdown period

B11: Ensuring parental engagement levels are maintained

Teaching and Whole School Strategies

Year Group	Actions	Intended impact	Cost
7, 8, 9, 10 and 11	B9: CATs testing for all Year 7 students and new starters	Identify the ability of all students so as they can be set in the form and groups that provide them the most support	£0 (already within year budget)
8 9 10	B1: Purchase NGRT tests for all students in Years 8-10	These tests will enable us to track reading ages and highlight the positive impact our literacy strategy is having	£ 1,000
11	B5: 1 hours assessments for all students in all subjects. Assessments will concentrate on knowledge and skills that should have been grasped between March and July 2020	Identify gaps in knowledge that have developed during lockdown. Use this information to inform intervention both in and out of the classroom	£0
11	B5: Students curriculum time to be protected	There is no substitute for being in front of the teacher as school closure has so clearly demonstrated.	£0
11	B2: Pace planning in all subject areas to ensure the lesson time remaining is sufficient to cover all syllabus content to be examined	Planning a lesson-by-lesson approach will ensure content is delivered in time while being able to assess along the way	£0
10 11	B5: Period 6 intervention to be compulsory for all year 11 students and a significant programme for year 10. Ensure that P6 intervention is at least as effective as pupils' classroom teaching	Period 6 intervention should plug gaps in subject knowledge and prepare students for their examinations	KS4 £7,000 35x25x9
7-11	B4: Ensure all students in all years have a computer and access to the internet at home	This will allow students to access all online learning resources at home whether for homework, periods of self-isolation, or local lockdown events	£9,500

10 11	B2: Encourage all KS4 teachers are trained up in their exam specification and/or are exam markers	This will safeguard against potential staff absence or indeed specification changes which means the curriculum is altered and there is a need for more expertise in different part of the spec	£0
7 8 9 10 11	B5 B6: Continue the tracking of home learning engagement to keep up the positive momentum that was created during lockdown	Home learning will improve the independence of our students as well as support progress when it comes to key assessment points	£0
7 8 9 10 11	B2: Organise and outstanding teaching session to lead to all students knowing more and remembering more of the common curriculum being taught	Evidence-based strategies are supporting students' learning potential in knowing more and remembering more.	£0
7 8 9 10 11	B2: Sharing of best practice through trust-wide webinars which include a focus on curriculum, T&L, behaviour and pupil premium	Trust-wide resources will give teachers access to the very best of what exists across the CHAT. This will lead to the most effective classroom practice being shared and student learning optimised.	£0
7 8 9 10 11	B5: 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.	Quality first teaching remains the single most effective strategy for closing learning gaps. A focus on curriculum sequencing and RAG rating each curriculum subject area will help leaders target specific subject domain knowledge students are not yet secure in.	£0
Total Cost Allocated cost from catch up Grant			£17,500

Targeted Strategies

Year Group	Actions	Intended impact	Cost
7, 8, 9	B6: Small group tuition for students in Year 7, 8, 9 who require support in numeracy and literacy; one TA to lead on the delivery	The students who benefit from this small group work will make rapid progress in literacy and numeracy as seen in the January NGRT tests and January ROA	£4,800 20x3x2x40
11	B5: Deliver a full program of revision techniques during PSHE sessions.	Teaching revision techniques is a helpful way of preparing students for their mock and summer exams.	£700 for revision resources and printing
10 11	B5 B6: Online targeted intervention (English & maths)	Targeted students to receive after school intervention in English in Maths. 1 to 1 intervention to be used to support those with the greatest gaps in their knowledge.	£3,000
11	B5 B6: Dedicated in person tutoring before school and after school	Students to receive after school intervention in areas of weakness. 1 to 1 intervention to be used to support those with the greatest gaps in their knowledge.	£9,000 15x5x4x30
Total Cost Allocated cost from catch up Grant			£17,500

Wider Strategies

Year Group	Actions	Intended impact	Cost
	B8: Incentivise improvements in attendance for students and parents. This can include shopping vouchers for meals and financial support for uniform.	This will encourage students to attend and parent co-operation with attendance and could lead to an improvement in attendance figures. Also if parents know they can get subsidized for uniform this will encourage attendance/positive start to school for our parents who have no money	£5,000
7 8 9 10 11	B3: Ensure that the home learning offer is updated and made available to all parents in the event of a student absence for self-isolation and/or local lockdown	The process of accessing online learning resources is easy to do and is bespoke for each subject in all years.	£0
7 8 9 10 11	B3: Show My Homework is updated and monitored so that students have access to lesson resources and homework.	Allows parents and students to track set homework more effectively. This is leads to higher completion rates of the classwork and homework set.	£0
11	B7: Ensure all Year 11s benefit from a 1:1 careers interview outside of lesson time	This is essential advice and guidance that the school must offer to all students so they are thinking about what they will be doing next academic year and beyond	£5,000
7 8 9 10 11	B11: A new system in place for parents evenings in 2020/21 to ensure regular dialect between home and school regarding academic performance	To maintain communication between the school and the parents regarding academic performance	£1,000

7	B9: Attitudinal survey to look at pupil attitudes to school to enable early intervention	To identify students who would benefit from a re-engagement programme for their learning	£0
7 8 9 10 11	B2 B9: Purchase musical instruments to help support students in music make up for lack of cultural activities over the lock-down period	Students to have access to musical instruments to borrow and take home in order to increase their enjoyment of school and close gaps in musical knowledge	£2,000
Total Cost Allocated cost from catch up Grant			£13,000

Summary Catch-up Grant allocation	
Strategy	Cost
Teaching and whole school	£17,500
Targeted	£17,500
Wider	£13,000
Total	£48,000
Allocation	£48,000