



COVID-19 Catch-Up Premium Chew Valley School

What is the Coronavirus Catch-up Premium?

The Coronavirus Catch-up Premium gives schools additional funding to support their pupils to catch up for lost teaching over the period of school closure. This additional support needs to be in line with the curriculum expectations for the next academic year as laid out in actions for schools during the coronavirus outbreak.

<https://www.gov.uk/government/publications/catch-up-premium-coronavirus-covid-19/catch-up-premium>

Schools can use their funding in a way that suits their cohort and circumstances, they are expected to use this funding for specific activities which will help pupils catch up on missed education. The funding is allocated to the school based on the number of full-time students on role in Years 7 to 11.

The Education Endowment Foundation <https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme/covid-19-support-guide-for-schools/#nav-covid-19-support-guide-for-schools> and The Sutton Trust <https://www.suttontrust.com/coronavirus/> have published reports that have guided our decisions around how to use this funding.

How is this funding being spent at Chew Valley School?

In line with the Sutton Trust's report, the majority of the fund is being spent on students leaving education this year with additional support being provided for students that meet the disadvantaged student and low socio-economic criteria.

We have created additional support for students:

- For all Year 11 students, we have set up an after school catch-up programme and they will also have an Easter Camp in April 2021
- For students who meet the National Tutoring Programme's <https://nationaltutoring.org.uk/> criteria for disadvantaged students we will be supporting tutoring through one of the NTP's tuition partners. We are starting with core subject support for the disadvantaged students in Year 11 and 10 and will be expanding this to other disadvantaged students and other subject areas (where possible). We are working with The Brilliant Club <https://thebrilliantclub.org/news/national-tutoring-programme-funding/>, My Tutor <https://www.mytutor.co.uk/schoolsblog/2020/11/03/mytutor-chosen-to-deliver-high-quality-tutoring-to-disadvantaged-pupils-through-national-tutoring-programme/> and Pearson <https://www.pearson.com/uk/educators/schools/pearson-tutoring-programme.html> to deliver this.

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:

A) 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.

B) 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.

C) 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.*
- 5. **Specific points for key stages 4 and 5** - The majority of pupils in year 10 and 11 are expected to continue to study their examination subjects...In exceptional circumstances, it may be in the best interests of a year 11 pupil to discontinue an examined subject...School leaders are expected to make such decisions in discussion with pupils and parents and informed by ongoing assessment of a pupil's progress and wellbeing, using the existing discretion that schools already apply on these matters.*
- 6. Pupils in years 12 and 13 are more likely to undertake self-directed study, but may still need additional support. Discontinuing a subject is therefore likely to significantly limit choices for further study and employment, so is expected to be rare.*

We have looked to allocate the additional funding to support curriculum recovery this academic year in line with 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 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
- Successful implementation in challenging times

COVID-19 Catch-up Premium Spending: Summary

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|--------------------------------|---------|------------------------------------------------|-----|
| Total number of pupils: | 997 | Amount of catch-up premium received per pupil: | £80 |
| Total catch-up premium budget: | £79,760 | | |

Strategy Statement:

Chew Valley School strategy is around supporting the research from EEF and The Sutton Trust around maintaining high quality teaching and learning whilst giving extra targeted support to students using a variety of in school and external resources to deliver this. Chew Valley School catch-up strategy has a holistic approach which includes all year groups and a broad range of subjects, all with equal importance. We have ensured that we have assessed the guidance offered to us and used official research to underpin decisions upon. The staff, at all levels, and students are fully committed to ensuring that any partial school closures have a minimal effect on the students learning and well-being. This strategy will make sure that every young person, no matter their age or where they live, gets the education, opportunities and outcomes they deserve, by investing our time and funding on measures proven to be effective, particularly for those who are most disadvantaged. Specifically with regards to examination classes this will involve extra sessions both after school and during the Easter holidays

The overall aims:

- To reduce the attainment gap between your disadvantaged pupils and their peers
- To raise the attainment of all students to close any gaps created by COVID-19 school closures

Barriers to Learning

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| A | Literacy and numeracy / gaps in learning | . |
| B | Careers and further education advice | |
| D | Transport to school due to the geographical positioning of Chew Valley | |
| E | Attendance for selected students – see the whole school attendance strategy | |
| F | Access to technology for a period where home learning might take place | |
| G | Wellbeing and safeguarding of students at this time | |

Planned expenditure for current academic year

Academic

| All Some Few / Year Group | Area | Options | Responsibility | Notes | Approx Budget/Cost (Total ≈ £78K) |
|---------------------------------------|--------------------------------------|--------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|
| All | Increase in curriculum teaching time | Extra 2.5 hours a week from 03/09 reducing to an extra 1.5 hours a week from 30/09 Reducing to 1 hour from 1/12 | <ul style="list-style-type: none"> All staff delivering curriculum | <ul style="list-style-type: none"> Work on where curriculum need is required, | |
| All | Focus on technology | Look to make sure that technology is not a barrier to accessing our curriculum | <ul style="list-style-type: none"> KH/HK | <ul style="list-style-type: none"> Work with a variety of providers to make sure technology in place – DfE /LSP - laptops and microphones etc | £5,000 |
| Few | Tutoring | NTP – Tuition Partners | <ul style="list-style-type: none"> KR/KH Tuition needs to be procured | <ul style="list-style-type: none"> PP & Disadvantaged | £30,000 |
| | | | | | |
| All Yr I I | After School Catch up On a Wednesday | Yr I I Examination and Mock Preparation to start in term 2 (4/11/20) | <ul style="list-style-type: none"> Managed by PC and TM | <ul style="list-style-type: none"> Reduce Yr I I anxiety and support | |
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| All Yr I I | After School Catch up on a Wednesday | Yr I I subject extension to start in term 3 | <ul style="list-style-type: none"> Managed by PC and TM Delivered by curriculum staff | <ul style="list-style-type: none"> Curriculum staff | |
| | | | | | |
| All | Teaching and Learning Pedagogy | <ul style="list-style-type: none"> Starters | <ul style="list-style-type: none"> All staff led by PC | <ul style="list-style-type: none"> INSET 1/9, 2/9 and 25/9 delivered | |

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| | – High quality teaching for all | <ul style="list-style-type: none"> • Questioning • Modelling • Low stakes testing | | | |
| All Yr 11 and Yr 13 | Careers Guidance – Programme involving SLT / Careers | <ul style="list-style-type: none"> • Earlier for Yr 11 • 1:1 for all Yr 11 with SLT / careers team | <ul style="list-style-type: none"> • JF • SLT / LSP staff | <ul style="list-style-type: none"> • Extra day of Support | £10,000 |
| Yr 11 and Y13 | Easter Holiday Revision sessions April 5 - 9 2021 | Departmental revision sessions | <ul style="list-style-type: none"> • GJ • Curriculum Staff | | £5,000 |
| Yr 11 | Mock Examinations | <ul style="list-style-type: none"> • Sat in classrooms | <ul style="list-style-type: none"> • Recall and retention • Examination technique | PHC / KAR Department areas | |
| Yr 11 | INSET Day - 12 th February 2021 'Core Time' | <ul style="list-style-type: none"> • Dual event whilst inset taking place – inset planning for staff | <ul style="list-style-type: none"> • Revision sessions planned for Core subjects | Core Departments | |
| Yr 11 | INSET Day - 1 st April 2021 'Ebacc / Options' | <ul style="list-style-type: none"> • Dual event whilst inset taking place – inset planning for staff | <ul style="list-style-type: none"> • Revision sessions planned for Options subjects | Ebacc / option Departments | |
| Yr 11 | Walking, talking mocks - English | Sat in the hall / lower school- or video versions | <ul style="list-style-type: none"> • Recall and retention | English and mathematics departments | |

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| | and mathematics | tailored for our cohorts post mocks | <ul style="list-style-type: none"> Examination technique | | |
| Yr 10 and Yr 11 | Extra English, maths and Science resources created | Department members given time to create on line resources | <ul style="list-style-type: none"> Quality of delivery – science experiments etc | English, mathematics and science departments | £10,000 |
| Yr 8 | Corrective reading | Small group strategy | <ul style="list-style-type: none"> AH | | |
| Yr 7 and 8 | Numeracy boost x 2 per week Term 2 | All students | <ul style="list-style-type: none"> Supported by a range of staff CHP/ RST | <ul style="list-style-type: none"> Whole group 10 minutes Timetable implications | |
| Yr 7 | Corrective reading | Small group strategy | <ul style="list-style-type: none"> AH/VB | <ul style="list-style-type: none"> Identified via NFER/ Spot reading tests | |
| Yr 7 | Catch Up Reading skills | Small group strategy | <ul style="list-style-type: none"> ES | <ul style="list-style-type: none"> Identified from NFER tests and CATS verbal | |
| Yr 7 | Numeracy boost x3 per week Term 2 | All students | <ul style="list-style-type: none"> CHP/ RST Supported by a range of staff | <ul style="list-style-type: none"> Whole group 10 minutes Timetable implications | |
| Yr 7 | Cognitive Ability Testing for whole cohort so we have data | All students | <ul style="list-style-type: none"> KH Supported by a range of staff | <ul style="list-style-type: none"> Timetable implications | £2,000 |

Pastoral / Wellbeing / Safeguarding

| All Some Few | Area | Options | Responsibility | Notes | Approx Budget/Cost |
|-----------------------------|--------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|-----------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| All | Tutor time to start on a Wednesday and Friday from 30 th September and then in addition on a Monday from 1/12 | Specific catch up resources | <ul style="list-style-type: none"> Resourcing for COVID specific pastoral work | <ul style="list-style-type: none"> Coordinated by Pastoral Team | |
| All | Appointment of a new Well being Manager to support students and safeguarding at this time | Appointment to be in position Autumn 2020 | <ul style="list-style-type: none"> Resourcing for COVID specific pastoral work | <ul style="list-style-type: none"> This new post is part funded from this and also contributed to by other regular funding | £8,000 |

In addition we will make sure:

- that our CPD for staff around Remote learning is of the highest order
- that we build into our programme academic and pastoral mentoring of students
- that we think carefully about how we allocate teaching assistants
- that we run regular information evenings for parents and make sure that our communication with parents continues to be strong
- that we plan carefully for students of SEND

How will we measure impact:

- Internal assessment and reporting data
- Results of parent, staff and pupil consultation / questionnaires
- Analysis of attendance records
- Guidance from experts
- Case studies of students
- Destination data for specific groups