



King Edward VI High School

Catch Up Premium Strategy 2020/21

October 2020

What is the catch up premium and where does it come from?

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.

We know that we have the professional knowledge and expertise at KEVI to ensure that children and young people recover and get back on track. Returning to normal educational routines as quickly as possible will be critical to our recovery.

The government has announced £1 billion of funding to support children and young people to catch up. This includes a one-off universal £650 million catch-up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time.

The aim of Catch up premium

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.

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. We have used this document to help us direct our additional funding in the most effective way. This includes, for example:

- small group or one-to-one tuition
- intervention programmes to help re-engage pupils or extra teaching capacity from September

To support us to implement our catch-up plans effectively, EEF has published the [school planning guide: 2020 to 2021](#). This provides further guidance on how we should implement catch-up strategies and highlights effective practice.

Accountability and Monitoring

As with all government funding, school leaders must be able to account for how this money is being used to achieve our central goal of schools getting back on track and teaching a normal curriculum as quickly as possible.

Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, governors and trustees should scrutinise our approaches to catch-up from September, including our plans for and use of catch-up funding. This should include consideration of whether schools are spending this funding in line with their catch-up priorities and ensuring appropriate transparency for parents.

Funding Allocation for 2020-2021

Strategies

- Catch up premium funding will be clearly identifiable within the budget
- The Head teacher in consultation with the governors and staff, will decide how the catch-up premium is spent for the benefit of entitled pupils.
- The school will be accountable for how it has used the additional funding to support the achievement of those pupils covered by the catch up premium and the Head teacher will report to the governing body and parents on how effective the intervention has been in achieving its aims.
- We will publish online information about how we have used the catch-up premium
- We will ensure that parents, governors, and others are made fully aware of the impact of the catch-up premium
- We will monitor evaluate and review the success of the impact of the catch-up premium

Allocation of funding

To achieve these aims we have allocated funding into three areas:

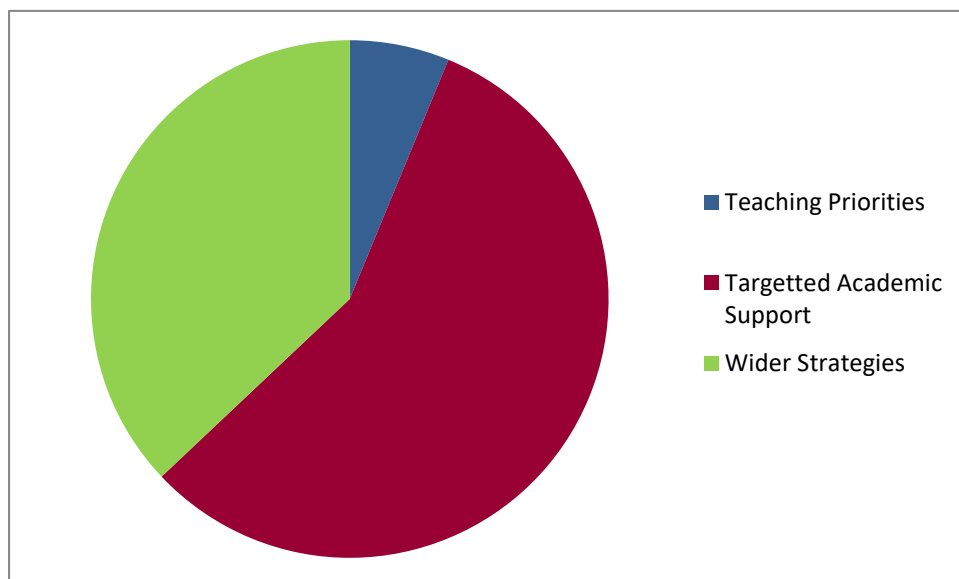
1. Teaching and whole school strategies
2. Targeted academic support
3. Wider supporting strategies

Income (including Year 7 catch up premium) = £ 78,728

Total amount allocated to funding students catch up as a result of COVID19 = £63,706

Money set aside for year 7 catch up premium £10,000

Contingency £5022



Teaching priorities for current academic year

Measure (Intent)	Activity (Implementation)	Intended Outcome (Impact)	Evidence and rationale for choice	Allocation of funding
<p>Ensuring gaps in knowledge have been addressed</p>	<p>Review and reflect on the gaps in knowledge and skills that are evident from the 6month period of lockdown.</p> <p>Half term testing programme that identifies missing knowledge that allows for easy data analysis into intervention groupings</p> <p>Allocation of subject leader time to re-write curriculum plans to ensure core knowledge has been delivered within curriculum time and intervention slots.</p> <p>Ongoing formative assessment through the use of low stakes testing and in class questioning</p>	<p>Subject Leaders have identified the gaps in learning, have prioritised students' interventions requirements and have clear strategies to close the gaps in learning. Internal data will demonstrate 80% of students are making progress in line with expectations.</p>	<p>Daisy Christodolou in 'Seven Myths about Education' states, "knowledge builds to allow sophisticated higher-order responses," and that, "when the knowledge base in not in place, pupils struggle to develop understanding of a topic."</p> <p>As Tom Sherrington states in 'The Learning Rainforest', "Children can advance educationally only when they have the expected prior knowledge. Social justice demands that we give all children equal access to important shared knowledge."</p> <p>"Assessment (to help identify gaps and ascertain what learning has been remembered/forgotten) was identified as the top priority by headteachers, both primary (32%) and secondary (43%), to support disadvantaged students when schools reopen for all pupils" TeacherTapp, May 2020</p>	<p>Built into whole school CPD and department time</p>

Measure (Intent)	Activity (Implementation)	Intended Outcome (Impact)	Evidence and rationale for choice	Allocation of funding
<p>Develop a remote learning plan that will ensure all students have access to high quality learning throughout Tier 1-4 closures.</p>	<p>Create resources for Tier 1-4 closures to ensure that every student has bespoke learning materials both online and paper versions when needed.</p> <p>Ensure staff devices are able to manage online Google Classroom delivery models.</p> <p>Provide high quality training for all staff on the delivery of remote learning in line with guidance and safeguarding requirements</p> <p>Provide parents and students with training to support remote learning (creation of a library of video guides')</p>	<p>All staff deliver high quality online learning remote lessons.</p> <p>Students and parents understand the remote learning provision and all relevant students engage in all lessons.</p>	<p>Government guidance states that, "Schools are expected to consider how to continue to improve the quality of their existing curriculum, for example through technology, and have a strong contingency plan in place for remote education provision by the end of September. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home."</p>	<p>Training support TLR 1 x TLR Post £1000</p>
<p>Transition - to support students moving from KS2 to KS3 and KS4 to KS5</p>	<p>Virtual events to ensure students meet staff and tutors (pastoral care prioritised),</p> <p>Additional Careers sessions to support Year 9/10/11 careers advice and guidance</p> <p>Intensive structure placed around the transition and future monitoring of SEND students through increased staffing, reporting systems and intervention strategies</p>	<p>Virtual events will ensure all students, regardless of Tier 1-4 closure will have access to pastoral support and careers, advice, and guidance. Reduction in NEETs.</p> <p>Additional support will ensure 98% settled outcomes.</p> <p>100% of SEND students at E and K to have over 93% attendance and progress in line with starting points</p>	<p>Students having contact with their pastoral team will ensure effective transition.</p> <p>Virtual events will ensure students have access to high quality careers information, advice and guidance from external companies.</p>	<p>Virtual Careers Fair Administration and Tech support = £1000</p> <p>Additional Careers sessions for students identified as at risk of not securing their post 16 settled outcome = £1,000</p>

Measure (Intent)	Activity (Implementation)	Intended Outcome (Impact)	Evidence and rationale for choice	Allocation of funding
<p>Ensure an effective CPD programme for all NQTs and RQTs and more experienced teachers to support quality first teaching</p>	<p>Whole school subscription to the National College CPD programme</p> <p>Membership of the National College CPD programmes for NQTs</p>	<p>NQTs and RQTs have access to high quality CPD to support quality first teaching. 100% of NQT/RQT to have completed CPD sessions and associated work</p> <p>Mentors give the additional support to ensure they have effective and robust NQT/RQT support.</p>	<p>The Early Careers Framework states that, “Teachers are the foundation of the education system – there are no great schools without great teachers. Teachers deserve high quality support throughout their careers, particularly in those first years of teaching when the learning curve is steepest. Just as with other esteemed professions like medicine and law, teachers in the first years of their career require high quality, structured support in order to begin the journey towards becoming an expert. During induction, it is essential that early career teachers are able to develop the knowledge, practices and working habits that set them up for a fulfilling and successful career in teaching.”</p>	<p>National College £1295</p>

Measure (Intent)	Activity (Implementation)	Intended Outcome (Impact)	Evidence and rationale for choice	Allocation of funding
<p>Pupil assessment and feedback to ensure gaps in knowledge are identified and addressed</p>	<p>Understanding the barriers to learning using surveys for parents, students and staff</p> <p>Homework to drive knowledge retentions and focusing on core knowledge in the long-term memory using recall strategies.</p> <p>Focus on literacy and reading gaps using assessment data to inform intervention.</p> <p>Department disciplinary literacy focus. Presentation and explanation of key words within every lesson, displays on corridors and low stakes testing</p>	<p>Students will develop independent learning skills to support them in being able to recall knowledge. This will lead to improved outcomes for all students.</p> <p>Reading assessment is targeted and the number of students below their chronological age reduces by 10%.</p> <p>All departments have written a disciplinary literacy policy relevant to their subject area.</p>	<p>Dylan William suggests that, from all the research and studies there have been, formative assessment practice encompassing effective feedback is our best bet for raising standards.</p> <p>Tom Sherrington in 'Rosenshine's Principles in Action' states that, "one main purpose of weekly and monthly review is to ensure that previously learned material is not forgotten – to attenuate the natural rate of forgetting."</p>	<p>Surveys = £0</p> <p>Reading assessment for Year 7-9 = £1,000 (part funded by PP)</p>
<p>Adapted Year 7 curriculum support for all students not secondary ready</p>	<p>Bespoke, individualised additional targeted literacy and numeracy intervention through intervention and additional resources.</p>	<p>20 students make better than average progress in Literacy because of targeted support.</p>	<p>Students accessing the building blocks of numeracy and literacy will support them to be able to access the curriculum.</p>	<p>Nurture group teacher. Funded by PP</p>

Barriers to learning these priorities address	<ul style="list-style-type: none">• Lack of external support influencing low levels of literacy.• Gaps in learning due to absence.• Recruitment and retention of experienced staff in core curriculum areas.• Available CPD opportunities to ensure professional development of staff
Projected spending	Teaching and whole school strategies = £4,245

Targeted academic support for current academic year

Measure (Intent)	Activity (Implementation)	Intended Outcome (Impact)	Evidence and rationale for choice	Allocation of funding
To reduce the identified gaps in learning through a range of targeted intervention strategies	To provide Google Classroom delivered 7-8 pm slots for High Attaining Y11 students in Ebacc subjects	Students identified as needing additional support have intervention sessions by subject specialist qualified teachers. Internal data will show at least 80% of students are making expected progress in all subjects.	Students gaps in learning are identified and closed using targeted interventions by qualified teachers. EEF identifies this as an effective strategy. Interventions should be applied using the principles of effective implementation described in the EEF's guidance report Putting Evidence to Work: A School's Guide to Implementation.	2 sessions a week x 20 weeks £1500
	Additional Tutoring provided for year 11 students after school using NTP			60 students x 1 session a week x 15 weeks £6075
	Art Lounge drop in (External provider) for Art GCSE after school			6 students a week x £4.50 a session x 20 weeks = £540
	Years 9-10 Small group tuition led by NTP – My Tutor 60 students accessing an hour a week for 15 weeks			60 students x 1 session a week x 15 weeks £6075
	Temporary TLR Post to monitor access and provision of intervention classes			1 x TLR Posts £1000

Measure (Intent)	Activity (Implementation)	Intended Outcome (Impact)	Evidence and rationale for choice	Allocation of funding
To reduce the identified gaps in learning through a range of targeted	Additional Temporary Post of KS4 Learning mentor to include small group tuition	Students identified as needing additional support in English and Maths have intervention	Students gaps in learning are identified and closed using targeted interventions	Temporary Post until 31 st August 2020 £17376

intervention strategies – KS4 Learning Mentor		<p>sessions and small group tuition before and after school.</p> <p>Students receive additional support in lessons</p> <p>Internal data will show at least 80% of students are making expected progress in all subjects.</p>	<p>EEF identifies this as an effective strategy.</p> <p>The current KS4 mentor has proved to be a supportive role appreciated by students. The duplication of this role would add temporary capacity</p>	
To develop Oral language development and confidence	Planned debating programme to develop oral language development in KS3, specifically Year 8/9/10.	Years 8, 9, 10 students will have a programme of debating.	As the EEF KS3 and KS4 Literacy Guidance states, "Talk is a powerful tool for learning and literacy. It can improve reading and writing outcomes, enhance communication skills, and increase students' understanding across the curriculum."	Youth net debating programme - Free
Behaviour and social emotional intervention	Wellbeing "Thrive" programme from the Youthnet delivered to students identified using survey data	Survey results will demonstrate a 50% improvement in students wellbeing	Students wellbeing allows them to access learning.	<p>Year 7 - £1 x 110 students = £110</p> <p>Year 8 – £1.5 = 150 students = £225</p> <p>Year 9 - £1.5 = 105 students = £160</p> <p>Year 10 -£1.5 = 105 students = £160</p> <p>Year 11 £1.5 = 125 students = £190</p> <p>3 x Small Group programmes (6 weeks, up to 8 students per group) = £300</p> <p>TOTAL: £1145</p>

Measure (Intent)	Activity (Implementation)	Intended Outcome (Impact)	Evidence and rationale for choice	Allocation of funding
<p>To ensure that there is a whole school focus on literacy through high quality small group/121 interventions</p>	<p>Focused literacy and numeracy interventions to support gaps in learning across years 7 and 8</p> <p>These will take place during morning registrations (15 mins) and could be brought forward to 30 minutes with students coming into school earlier. Phonics and reading interventions to support students identified using effective data that they have a reading age below their chronological age.</p>	<p>Literacy gaps will be closed. Number of student's with reading ages below chronological ages will reduce by 10%</p>	<p>Alex Quigley in 'Closing the Reading Gap' states that reading, "profoundly affects our lives, offering us a vehicle to store and share the essential knowledge of our culture. The inextricable links between reading, literacy and health, wealth and well-being are well established."</p> <p>Structured, evidence-based programmes, such as Nuffield Early Language Intervention Programme (NELI) and REACH (a targeted reading support programme designed to improve reading accuracy and comprehension in pupils with reading difficulties in Years 7 and 8) are examples of effective interventions led by TAs, that can improve the literacy of pupils.</p>	<p>Four fully trained staff to deliver a range of reading programmes including phonics delivery 4 staff running 3 sessions a week each 12 sessions a week lasting 15-30 minutes each Costed within main staff budget</p>

Barriers to learning these priorities address	Lack of external support for student wellbeing Lack of external support influencing low levels of literacy. Gaps in learning due to COVID19. Engagement of families in education.
Projected spending	Targeted academic support = £33711

Wider strategies for current academic year

Measure (Intent)	Activity (Implementation)	Intended Outcome (Impact)	Evidence and rationale for choice	Allocation of funding
<p>To provide students with additional home learning educational resources</p>	<p>Supporting the purchase of revision guides for Year 10/11 – focusing on SEND and disadvantaged students.</p> <p>Supporting the funding of text books for Year 10/11 – focusing on SEND and disadvantaged and students</p> <p>Past paper department packs to allow year 10 and 11 students to practice GCSE examinations throughout Tier 1-4 closures</p> <p>Software – SENECA, MathsWatch, Tassomai, (MFL package) to ensure independent GCSE support for all subjects.</p> <p>To ensure that every year 10 and 11 student and as many year 7-9 students as possible has an IT device to access video home learning and Office 365</p>	<p>Additional resources and books ensure students all have access to relevant materials to allow them to make progress. Students achieve a positive progress 8 as a result.</p> <p>All students have access to devices to allow 100% of students to be able to access remote learning.</p>	<p>Government guidance states that, “Schools are expected to consider how to continue to improve the quality of their existing curriculum, for example through technology, and have a strong contingency plan in place for remote education provision by the end of September. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.”</p>	<p>Cost of revision guides for EBACC subjects in Year 11 = £2,000 100 students £20 per student</p> <p>Cost of funding core text books for students home study = £1,000 (part funded by PP)</p> <p>6 subjects x 10 papers x £0.50 a paper x 250 students £7,500</p> <p>£2000 (part funded by PP)</p> <p>£14000</p>

Measure (Intent)	Activity (Implementation)	Intended Outcome (Impact)	Evidence and rationale for choice	Allocation of funding
Understanding how technology is being used	<p>CPD for staff, students, and parents on how to access remote learning, how to use it effectively and how to generate effective feedback using low stakes regular testing.</p> <p>Remote Learning Leads support staff, students and parents to use technology effectively to support learning</p>	All staff, students and parents have an understanding of how technology can be used effectively to support feedback.	Government guidance states that, "Schools are expected to consider how to continue to improve the quality of their existing curriculum, for example through technology, and have a strong contingency plan in place for remote education provision by the end of September. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home."	1 x TLR Posts £1000
To ensure that our families have increased Support to manage potential issues as a result of lock down	Family Learning Lead to support families understand how to support their child to learn, focusing on KS3	Families have additional support and greater understanding in how to help their child at school	There may be new barriers to success in school, such as reduced attendance, or adaptations to school routines which may affect the behaviour of some pupils. Equally, many pupils will thrive as regular school routines are (re)established and school leaders focus on the social and emotional needs of their pupils. EEF Toolkit	1 x TLR Posts £1000
To ensure that our families have increased Pastoral Support to manage potential issues as a result of lock down	Non-teaching Deputy DSL role in place.	All families have support available to ensure effective communication		Funded by PP

Measure (Intent)	Activity (Implementation)	Intended Outcome (Impact)	Evidence and rationale for choice	Allocation of funding
To offer highly qualified counselling internally to support pastoral approaches	KEVI has a counsellor in place for 2 days a week – extend this provision for an additional day. Caseload of students as identified by Pastoral team	Review meetings with Counsellor and Behavior and safeguarding leads	Targeted support will ensure students’ needs are met safely.	Part funded by PP
Over promotion of Cultural Capital within the school building and remotely should a year group have to self-isolate	Introduction of a TLR Post of Cultural Capital Co-ordinator. Cultural displays in the Reception / Hall corridor that are changed every fortnight as well as follow up work for Tutorials	Cultural displays in the Reception / Hall corridor that are changed every fortnight as well as follow up work for Tutorials. Every student sees a visual stimulus to expand cultural horizons	To promote a varied curriculum that taps into many of the social, moral, spiritual and cultural elements that help a child be prepared for the next step in their lives Teaching children about a wide variety of arts including literature and music Providing plenty of opportunities for questioning, curiosity and creativity.	TLR Post £1000 Resources £250
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Attendance and punctuality to support effective learning. • Mental Health of students to ensure engagement in learning. • Wellbeing of students to ensure healthy lifestyles. • Understanding effective use of technology 			
Projected spending	Wider Strategies = £25,750			

Monitoring and implementation

Area	Challenges	Mitigating Actions
Teaching and Learning	<ul style="list-style-type: none"> • Recruitment of core curriculum staff due to national shortages • Access to whole staff CPD due to COVID 19 measures. • Availability of CPD time to deliver high quality programmes and to allow for department collaborative time. 	<ul style="list-style-type: none"> • Effective recruitment strategies leading to high quality appointments. School website identifies all the strengths of the schools and promotes our vision and ethos. • Use of Inset days to support deliver of CPD. • Staff can access CPD flexibly due to the use of National College CPD programmes.
Targeted support	<ul style="list-style-type: none"> • Timetable opportunities for small group interventions • Access to online resources at home • Monitoring and evaluating impact of targeted support 	<ul style="list-style-type: none"> • Interventions at KS3 and 4 are delivered in evenings via Teams sessions and during identified slots in the curriculum. • KS4 Year 11 intervention session scheduled from 3.10pm-4pm. • Analysis of progress data for all subgroups of students including disadvantaged ensures targeted responses.
Wider strategies	<ul style="list-style-type: none"> • Engaging families facing challenges (increased challenges due to COVID) • Supporting families to ensure children return to school following COVID19 lockdown • Supporting parents and students to engage in restorative processes (Trauma informed schools) • Accessing high quality careers provisions during COVID restrictions. • Engaging families in the arts and promoting their importance. 	<ul style="list-style-type: none"> • Additional EWO support • Addition of non-teaching trainee social worker to support pastoral team • Training for staff and students to support the restorative processes used in the new behaviour policy / Trauma informed school. CPD time allocated on Inset day to support implementation. • Virtual careers fair for all year groups via website. • Provide opportunities for parents and students to understand the vital skills and qualities that they will develop through engaging in the arts. For example, resilience, confidence and engagement.

