

COVID-19 catch-up premium report 2020-2021

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION

Total number of pupils:	918	Amount of catch-up premium received per pupil:	£79.95
Total catch-up premium budget:	73,400		

STRATEGY STATEMENT

BCA is committed to supporting all students who have been impacted through loss of schools because of the Covid outbreak. Funding will be directed towards three key areas as outlined in the EEF support guide:

- Teaching and learning strategies
- Targeted support
- Wider support

It is the intention that this funding will lead to:

- A reduction in the attainment gap between our disadvantaged pupils and their peers
- Raised attainment of all pupils to close the gap created by COVID-19 school closures

The following documentation has been used to help formulate the plan

- [DfE's catch-up premium guidance](#)
- [EEF's COVID-19 support guide for schools](#)

Barriers to learning

You could use the following data sources to help identify barriers to attainment in your school:

- › Internal assessment and reporting software
- › The EEF [families of schools database](#)
- › Staff, pupil and parent consultation
- › Attendance records
- › Recent school Ofsted report
- › Guidance from experts

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Low levels of literacy (with a particular focus on reading ages)
B	Low motivation and self-esteem issues due to disruption of Covid
C	Gaps in GCSE curriculum content leading to lower attainment in 2021 and 2022

ADDITIONAL BARRIERS

External barriers:

D	Students without necessary IT equipment to complete remote learning
E	Engaging and supporting key families with the challenges faced through lockdown
F	Prolonged periods of absence due to Covid/mental health issues

Planned expenditure for current academic year

The headings below will help you demonstrate how you plan to use the catch-up premium to improve classroom pedagogy, provide targeted support and support whole-school strategies.

Quality of teaching for all					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
<p>Comprehensive training program for staff on delivering high quality lessons on GC/purchase of XP pen for modelling lessons remotely</p>	<p>High engagement rates with lessons from all students</p> <p>New content can be delivered effectively to ensure gaps aren't created as a result of Covid.</p>	<p>EEF document on remote learning concluded that teaching quality is more important than how lessons are delivered so it is important that we continue to deliver our high-quality teacher CPD programme each Friday to focus on ensuring remote lessons are to the same standard as those we see in face to face teaching</p>	<p>Staff with more experience of GC will champion and deliver high quality CPD in response to staff need. Focus will be on both 'getting the best from GC' and also the use of whole class feedback, introducing new content and differing approaches to synchronous and asynchronous lessons.</p> <p>TCAT peer review scheduled for FEB 2021</p>	<p>CHI/HCU</p>	<p>July 2021</p>
<p>Purchase chrome books to ensure all students have equality of access to a remote education</p>	<p>All students are able to access the remote education as outlined by BCA so no student is disadvantaged</p>	<p>Professor Becky Francis (EEF) stated that during the latest lockdown, bridging the digital divide 'must remain a national priority'. An audit showed that close to 300 students (almost a third) would require a laptop from the school if they were to access the remote learning provision we had planned for the second lockdown. This led to the purchase of 90 chrome books to ensure we had the hardware to loan out to all those in need.</p>	<p>Parent survey to ascertain need</p> <p>Parent session via zoom on how to access and oversee the work being completed on GC</p> <p>Process for collecting and returning hardware in line with risk assessment/social distancing</p>	<p>SMU/CHI/NMA</p>	<p>July 2021</p>

<p>Design and train staff on the introduction of a Reading curriculum for 2021-2022</p>	<p>Our initial reading test data results from October 2020 (NGRT) coupled with the sustained periods of remote learning over the past two years has led to a review of our current curriculum provision and the opportunities this presents for a bespoke reading instruction programme at KS3 to support the improvement in reading ages and to enhance cultural literacy/close the vocabulary gap.</p>	<p>The EEF working into the value of reading comprehension strategies is important work that needs consideration when embarking on a project such as this. "The teaching of reading comprehension is one approach to developing strong readers and cannot be left to chance. The explicit teaching of comprehension is found to support an average gain of +6 months. The teaching of reading is complex and something that needs time and quality training" (Caroline Bilton 2020)</p>	<p>Small scale trial following the EEF implementation model Very prescriptive using the RR model Time for reading taskforce to meet and design the curriculum content CPD time identified to train the BCA staff to be teachers of reading</p>	<p>GHA/SMU/RRU/LBU</p>	<p>July 2021</p>
Total budgeted cost:					<p>25,110</p>
Targeted support					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
<p>Implement a tuition program for year 7, 10 and 11 students</p>	<p>Improvement in SAS NGRT for year 7 in July 2021 testing cycle</p> <p>Performance in PPE papers in line with previous years</p>	<p>As outlined in the EEF document, tuition can be effective in delivering 5 additional months progress on average. Coupled with our own evidence of successful small group tuition (2017-2021), we believe this tuition across Ebacc subjects will help to consolidate learning that was taught remotely and in the case of year 7 (SAS below 85) will focus on phonics teaching to help students access the secondary curriculum.</p>	<p>HODS to meet remotely with tutors and provide content for tutors to deliver to ensure quality assurance. Parents to attend remote meeting to outline the programme and importance of attendance. Impact to be measured through the awarding of TAGs (Y.11) PPE results (Y.10) and NGRT (Y.7)</p>	<p>SMU</p>	<p>July 2021</p>

Implement the Lexonik Advance and Leap intervention reading program for students in KS3 with SAS of below 100	Improvement in SAS NGRT scores in July 2021 testing cycle	Over a 1/3 of students in year 7-9 have a SAS reading score of below 100. It is anticipated that this might increase due to sustained periods away from school. The research of this approach to reading shows potential gains of 27 months over a 6 x 1 hour course (Lexonik)	Ensure staff delivering the programme are Lexonik trained and are given the time to deliver the course to all students who have been identified. Create a space within school to be the reading intervention base	SMU	July 2021
Total budgeted cost:					38,170
Other approaches					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Purchase a range of fiction books/ subjects stories to raise the profile of reading across the curriculum and develop vocabulary acquisition	Improvement in SAS reading scores in the July 2021 testing cycle and performance in end of year subject specific tests are in line with previous years (to show the impact of Covid hasn't disadvantaged attainment).	EEF cite the work of Jerrim and Moss (2018) who state that reading fiction is a predictor of long-term academic success. By bringing this into other subject areas, we hope to build on the work done in English on comprehension strategies to help students understanding of texts.	Curriculum look back and forward meetings Lesson drop ins NGRT updated scores July 2021 cycle	MMC	July 2021
Additional attendance/counsellor staffing to support vulnerable students identified for return to school	Students will integrate back into school routines successfully and attendance rates will be in line with those pre-Covid	Our own evidence from the initial lockdown showed regular contact with families supported those students considered 'vulnerable' with an effective transition back into the school in September 2020	Progress leaders to identify key cohort of vulnerable students in each year group and target groups created for PL, PSAs, AT to monitor and update on at weekly PRM.	MRE	July 2021
Total budgeted cost:					7,000

ADDITIONAL INFORMATION

- Internal assessment/NGRT/CATS and PASS results
- Analysis of attendance records
- Case studies on previous success with tuition
- EEF documentation