

The ArtsXchange

Covid 19 Catch-up Premium

The government COVID-19 catch-up premium has been established to mitigate the effects of the unique disruption caused by coronavirus.

Schools and colleges are required to use this funding for specific activities to support students to catch up for lost teaching time over the previous months. To support schools/colleges to make the best use of the funding, the EEF has published a support guide:

<https://educationendowmentfoundation.org.uk/covid-19-resources/covid-19-support-guide-for-schools/#nav-covid-19-supportguide-for-schools1>

Schools/colleges are required to 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
- Successful implementation in challenging times

As with all government funding, school leaders and governors must be able to account for how the money is being used. Therefore, the impact and spending strategy for this catch-up premium will be reviewed at every Governing body meeting throughout the 2020-2021 academic year.

When Ofsted re-commence routine inspections, they will make judgements about the quality of education being provided which will include how you are using the funding to ensure the curriculum has a positive impact on all pupils.

Catch-up Premium Plan Pre and Post-16.

Alternative Provision	ArtsXchange
Allocated funding (Catch-Up)	£27,175.31

Issues identified from September 2021 as barriers to learning (e.g. curriculum gaps / literacy / attendance /wellbeing)
B1: Literacy skills (high percentage of reading ages are below national average in all year groups)
B2: Gaps in curriculum as identified by each subject lead and conduct a needs analysis
B3: Readying the school for further home learning needs (E.g. a second lockdown)
B4: Ensuring all students can access online learning at home
B5: Gaps in knowledge that have appeared between March and July 2021
B6: Ensuring our SEND students are making social, emotional and academic progress following the lockdown period
B6A: Ensuring students on the safeguarding register are making social, emotional and academic progress following the lockdown period
B7: Understanding T&L strategies within the 'new normal' way of teaching
B8: Gaps in 'careers and further education' advice and guidance
B9: Working levels and profiles for new admissions
B10: Maintaining a high attendance % for all students is a priority
B11: Wellbeing: Students adjusting to the new school routines and structures
B12: Wellbeing: Concerns around anxiety and safeguarding issues following the lockdown period
B13: Ensuring parental engagement levels are maintained during the 'virtual meeting' era

Teaching and Whole School Strategies

Year Group	Actions	Intended impact	Cost
10, 11, 12, 13, 14.	B5: Teacher Assessment grades collected, collated and moderated for final submission for Summer series of assessments following government guidance.	Identify gaps in knowledge that have developed during lockdown. Use this information to identify gaps in student knowledge and ensure that all of the evidence needed is gathered for robust teacher assessments (Years 11-14).	£0
10, 11, 12, 13, 14.	B1: Collate baseline data from GIAP and Keys for Success.	This data will be used to create baseline assessments plus access to reading tests and numeracy assessments.	£0
10, 11, 12, 13, 14. New Admissions	B9: Home school reports and working profiles acquired for all new students and admission tests to establish working levels	These reports and tests will inform of the working grades of students who are new to the College and this will inform their point of entry and progress therein.	£0
10, 11, 12, 13, 14.	B5: No students to miss learning time and to ensure that there is a credible Digital Contingency Plan in place for all students so that missed teaching time is minimalised.	There is no substitute for being in front of the tutor/teacher as College closure has so clearly demonstrated.	£0
10, 11, 12, 13, 14.	B4: Ensure all students in all years have a computer and access to the internet at home, laptops to be audited and upgraded and delivered ahead of any lockdown.	This will allow students to access all online learning resources at home whether for homework, periods of self-isolation, or local lockdown events	Tap in to DfE Help with Tech initiative - laptops and tablets for disadvantaged students who cannot attend school
10, 11, 12, 13, 14.	B4: Ensure all students that do not have access to computers and cannot access the internet at home have access to home learning packs in all subjects. Also to purchase dongles for	This will allow students to access all learning resources at home whether for homework, periods of self-isolation, or local lockdown events	£143 (cost of two dongles purchased for students with no internet access).

	students to be able to access the internet		
10, 11, 12, 13, 14.	B5 B6 Track Blended learning Engagement to keep positive momentum created during lock down	Online protocol for school closure and School Closure Contingency Plan for Outbreaks incl. remote learning.	£0
10, 11, 12, 13, 14.	B7: Recovery curriculum designed to add skills and experiences to student personal experiences.	Literacy and Numeracy interventions plus softer skills related to personal and social curriculum.	£12,000
10, 11, 12, 13, 14.	B2: 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, 12, 13, 14.	B5 B13: PSHRE, Tutor time, Year 11 conference and assemblies is as least as effective as classroom teaching	Additional opportunity to plug gaps in subject knowledge and prepare students for Summer assessments following TAG guidelines.	£0
10, 11, 12, 13, 14.	B5: to create and generate mock papers from searchable past exam papers	Access for teachers to exam assessment tools that allow access to searchable past GCSE questions, mark schemes and examiner comments to embed in your teaching	Exam PRO £174
10, 11, 12, 13, 14.	B2: Ensure that all KS4/KS5 teachers are aware and offered support in their exam specifications	This will raise awareness of specification changes which means curriculum is altered and signposted for additional support and the expectations for the TAG process in Btecs (UAL) and GCSE subjects.	£0
10, 11, 12, 13, 14.	B5: CLT to track and monitor catch up strategies closely looking at progress in each tracking period and continue refining practice to ensure learning gaps are closed in the most effective and timely manner.	Quality teaching remains the single most effective strategy for closing the gaps. A focus on lesson observation, learning walk observations drop ins and mark scrutiny will help teachers to effectively narrowing the gap through a termly monitoring schedule.	£0

Targeted Strategies			
Year Group	Actions	Intended impact	Cost
10, 11, 12, 13, 14.	B11 B6 B12: Small group literacy interventions and numeracy work and use of Protocol Tutors.	This will allow students to receive coaching and mentoring for Numeracy and Literacy work,	£2, 880 £2, 756,25
10, 11, 12, 13, 14.	B2: Programme of support identified for targeted students in core subjects and optional subjects	External Practitioners to be accessed to deliver these interventions for both numeracy and literacy and creative curriculum through professional practice.	£671
12, 13, 14.	B2: Programme of support identified for targeted students in optional creative curriculum.	Deployment of creative practitioners to assist with these interventions.	£0
10, 11, 12, 13, 14.	B12 B6 Individual interventions for children/young people including therapeutic interventions	Procurement of Educational Psychology Support and SALT to work on gaps in social communication and interaction.	£500 £1, 766.00 £1,332.00
10, 11, 12, 13, 14.	B6, B12: PSHRE, Tutor time and assemblies for all students.	Additional opportunity to support social emotional wellbeing.	£0

Wider Strategies

Year Group	Actions	Intended impact	Cost
10, 11, 12, 13, 14.	B10: Reworking the College day so that attendance and punctuality are improved.	This will encourage students to attend and parent co-operation with attendance and could lead to an improvement in attendance figures.	All students to get a free breakfast and a free lunch as well talent and recreation based curriculum in the morning and programme of enrichment.
10, 11, 12, 13, 14.	B11: Pay for additional counselling time	Having additional counselling or the provision will allow for more children to have access to specialist advice and guidance over their worries centred around post lock down routines and anxieties. This will have an overall impact on well-being which will lead to a more positive outlook in lessons and around school.	Counselling costs Life Coach and Counsellor. £880:00 £2,240.00
10, 11, 12, 13, 14.	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. Creative subjects involving physical movement, for example dance and drama as well as vocals will need extra consideration.	£0
10, 11, 12, 13, 14.	B13: A new system to be put into place for parents evening in 21/22 to ensure regular dialect between the home and school regarding academic performance. A move towards the use of Teams online for this.	To ensure that communication can still happen between parents and the College during a lockdown. Also to create a forum for parental feedback if a physical face to face parental consultation day cannot go ahead as planned.	£ 230 for training for transition from Google to Teams.

11, 12, 13 14.	B8 Ensure all students benefit from 1:1 career support 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. Also with a focus upon	£6,900
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Summary Catch-up Grant allocation	
	Cost
Total	£33,176.25
School Contribution	6,001
Catch Up Premium Allocation	£27,175.31