

Achieving Excellence Together

Covid Catch Up Strategy 2020-21

Respect, Aspiration, Perseverance



Context for the Covid Catch Up Strategy 2020-21

What catch-up funding is for

In June 2020, the government announced £1 billion of funding to support children and young people to catch up on missed learning caused by coronavirus (COVID19). This is especially important for the most vulnerable pupils and pupils from disadvantaged backgrounds who we know have been most affected. This funding 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 missed learning.

Using catch-up funding

The Purbeck School will use this funding for specific activities to support our pupils' education recovery in line with the curriculum expectations in the actions for schools during the coronavirus outbreak guidance.

The Purbeck School will use the funding in a way that suits our cohort and circumstances. We will use this funding for specific activities which will help our pupils catch up on missed learning. We will particularly focus on disadvantaged and vulnerable pupils as we know they have been most affected.

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.

Accountability

Our school leaders will be able to show they are using the funding to support our pupils' educational recovery in line with the curriculum expectations in the actions for schools during the coronavirus outbreak guidance. Our governors have scrutinised the schools' approaches to catch-up, including our plans for and use of catch-up funding. This included consideration of whether our school is spending this funding in line with our catch-up priorities, and ensuring appropriate transparency for parents.

Breakdown of planned expenditure

<i>Intervention/Support</i>	<i>Action</i>	<i>Total Funds: £</i>	<i>Outcome/Impact/Monitoring</i>
Mentoring <i>GWD / MCA / KYD</i>	<ul style="list-style-type: none"> Identify 25 disadvantaged students in Y7-10 as academically underperforming. Employ two Learning Mentor's with the role of improving performance by supporting organisation, relationships, home learning and attendance. 	£	<ul style="list-style-type: none"> Increase in subjects on/above track. Increase in attendance. Improvements in standards of work and home learning. Monitored using school tracking points.
Tutor Mentoring (from Sept 2021)	<ul style="list-style-type: none"> Identify 1/2 Pupil Premium students in each Y7-11 tutor group as academically underperforming. Each tutor meets each student one lesson per cycle with the objective of improving performance by supporting organisation, relationships, home learning and attendance. 	£	<ul style="list-style-type: none"> Increase in subjects on/above track. Increase in attendance. Improvements in standards of work and home learning. Monitored using school tracking points.
Study Plus <i>UPS teachers</i>	<ul style="list-style-type: none"> Identify students in Y8-11 as academically underperforming. Academic support offered in a one-hour session after school to support students catch up on learning, self-quiz, complete home learning and complete self-directed study. Deploy staff to supervise and support students. 	UPS S&S	<ul style="list-style-type: none"> Time provided for students to catch up on learning, self-quiz, complete home learning and complete self-directed study. Monitored through attendance over a period of sessions.
GCSE Study Packs	<ul style="list-style-type: none"> All PP students to have access to quality revision guides and workbooks for each subject, which can supplement their learning during regular school, and supplement teaching in case of closure. 	£	<ul style="list-style-type: none"> Study packs will provide an additional resource for students to work independently and prepare for future assessments.
Assessment and target setting <i>CAT4</i>	<ul style="list-style-type: none"> Assess all Y7 students (and new Y7 students in September) using GL Assessments CAT4 tests. Analyse gaps in skills and raise with all teachers Provide minimum estimated grades for students to target at GCSE. 	£	<ul style="list-style-type: none"> Improved knowledge of student's long-term potential.
Feedback <i>Mini-whiteboards / visualisers</i>	<ul style="list-style-type: none"> Provide all students with their own mini-whiteboard so that teachers can conduct formative assessment and check student understanding effectively. Provide all teachers with a classroom visualiser in order to deliver whole-class feedback. 	£	<ul style="list-style-type: none"> Teachers can identify and address gaps in knowledge and skills effectively. Teachers can share model exemplars and highlight errors and misconceptions.
Curriculum changes <i>Class teachers</i>	<ul style="list-style-type: none"> Identify Y10/11 students who require additional time to study English Language, English Literature, Mathematics and Science. Assign students extra classes in place of another GCSE option. Plan and deliver individual subject curriculum's that address student's gaps in knowledge and skills. 	£	<ul style="list-style-type: none"> Gaps in student's knowledge and skills in English are addressed over time. Monitored through English assessments and tracking points.

Reading programme <i>New books</i>	<ul style="list-style-type: none"> • Amend the school timetable to include two tutor times per day, with the afternoon session used for reading. • Plan and deliver a reading programme with books suitable for the different ages and needs of each student. 	£	<ul style="list-style-type: none"> • Programme monitored by school literacy lead. • Improved literacy knowledge and skills.
Transition <i>LRN</i>	<ul style="list-style-type: none"> • Plan and deliver Y11 to Y12 a transition programme to bridge the gap from KS4 to KS5. • Plan and deliver a primary to secondary transition day to support all Y6 students, including parent information evenings. • Work closely with the feeder primary schools to enable early identification of and intervention with students requiring catch-up. • SENCO to plan and deliver a Y6 transition programme to support DSEN students. 	£	<ul style="list-style-type: none"> • Students feel supported and safe on arrival. • School ethos and values promoted. • Key information communicated to students and parents
Nest interventions <i>DHD / GWD / EWK</i>	<ul style="list-style-type: none"> • Identify students in Y7-11 who need behaviour, emotional or well-being support. • Plan and deliver weekly sessions led by Learning Mentors: <ul style="list-style-type: none"> ○ I Have Never ○ Forest School ○ Well-being support 	£	<ul style="list-style-type: none"> • Student progress to be reviewed by Inclusion Lead. • Individual case studies to demonstrate progress.
Additional resources <i>Kerboodle, Hegarty TTRS, NumBot</i>	<ul style="list-style-type: none"> • Parents apply for a personal laptop for use outside of school, to aid with home and remote learning. 150 laptops are available as part of the Pupil Premium guarantee. • Purchase online educational resources. 	£	<ul style="list-style-type: none"> • Students are supported to access home learning and other educational resources.