

HUXLOW Covid Catch-up Premium Report

Covid 19 Catch-Up Premium and Curriculum Expectations 2020/21

The DfE has allocated £650 million to be spent on ensuring all pupils have the chance to catch up and supporting schools to enable them to do so. Whilst headteachers will decide how the money is spent, the Education Endowment Foundation has published [guidance on effective interventions to support schools](#). For pupils with complex needs, schools should spend this funding on catch-up support to address their individual needs. There is also an allocation of £350 million for a [National Tutoring Programme](#), intended to deliver proven and successful tuition to the most disadvantaged and vulnerable young people.

The DfE has also set out the following [Curriculum Expectations](#), to ensure that all pupils – particularly disadvantaged, SEND and vulnerable pupils – are given the catch-up support needed to make substantial progress by the end of the academic year.

Education is not optional

All pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.

The curriculum remains broad and ambitious

All pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment.

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.

Schools should 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
- **Ofsted** will conduct interim visits to schools between **28 September and December 2020** and will discuss with school leaders how they are ensuring that pupils resume learning the school’s curriculum, including contingency planning for the use of remote education and the use of catch-up funding.

COVID catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	923	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£64,000 + £15,000 post-16	SLT in charge	Charlotte Wood
Chair of Governors	Mike Fargher	Role	Deputy Head Teacher

STRATEGY STATEMENT

Huxlow's catch up strategy has a holistic approach which aims to support all students to achieve the education, opportunities and outcomes they deserve, by investing our resources, funding and expertise effectively in equal measures to ensure the desired impact on our young people, particularly those who are the most disadvantaged and those who have SEND. Our approach adopts our inclusion agenda, which prioritises the whole child and promotes best practice to support all students, whatever their needs.

The governors, staff and students are fully committed to ensuring that the partial school closures have a minimal impact on the students' learning, confidence and wellbeing. The overall aims are to reduce the attainment gap between our disadvantaged pupils and their peers and to raise the attainment of all pupils to close the gap created by COVID-19 school closures

Huxlow's strategy is underpinned by a forensic approach to assessment and information gathering; identification of areas that are barriers to student attainment and wellbeing; effective intervention to bridge gaps and prioritise wellbeing; and robust measurement of impact of our strategy at all levels, with all year groups and all abilities.

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	Low levels of literacy and maths – we have a high proportion of students entering Y7 below the expected standard for English and Maths
B	Literacy skills - tutor reading has not been taking place to the full extent since March 2020
C	Understanding the ability of our new Year 7 intake without SATS scores
D	Gaps in curriculum as identified by each Head of Department
E	Readying the school for further home learning needs (E.g. a second lockdown)
F	Gaps in knowledge that have appeared between March and July 2020 (as identified through assessment in Term 1)
G	Ensuring our SEND students and disadvantaged students are making social, emotional and academic progress following the lockdown period
H	Understanding T&L strategies within the 'new normal' way of teaching
I	Wellbeing: Students adjusting to the new school routines and structures
J	Wellbeing: Concerns around anxiety and safeguarding issues following the lockdown period

K	The new plans for the school day create a number of logistical difficulties which could hamper high quality teaching and learning if we are not careful
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ADDITIONAL BARRIERS

External barriers:

L	Maintaining a high attendance % for all students is a priority
M	Home learning environment may not be conducive to effective remote learning
N	Access issues – not able to access remote learning through lack of an appropriate device or Wi-Fi
O	Ensuring parental engagement levels are maintained during the ‘virtual meeting’ era
P	Lack of motivation and gaps in ‘careers and further education’ advice and guidance

Planned expenditure for current academic year

TEACHING

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?
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Implement Y7 Catch up programme	<p>Identify Catch up students – use Y7 CATs</p> <p>Provide Bedrock reading programme for Y7</p> <p>Small group tuition for students in Year 7 who require support in numeracy and literacy; HLTAs to lead on the delivery</p>	<p>Lack of SATs data for identification</p> <p><u>Improve literacy in Y7 cohort</u></p> <p>The students who benefit from this small group work will make rapid progress in literacy and numeracy as seen in the January NGRT tests</p>	<p><u>Interventions are measured and tracked – impact driven 6 weekly plans</u></p>	<p><u>CW</u> £3, 000</p>	<p><u>Jan 2020</u></p>
Assessment – baseline assessment in place in September for all year groups, RATE 1 analysis for Y11.	<p><u>Each subject will carry out baseline assessments for all year groups to identify Covid lockdown gaps and plan the recovery curriculum to take account of this</u></p>	<p><u>RATE 1 and 2 will be recorded on Go4S and departments will track their internal data</u></p>	<p><u>LLs will have their assessment plans reviewed with SLT link and outcomes QA by SLT</u></p>	<p><u>SLT</u> £0</p>	<p><u>Oct 2020</u> <u>Dec 2020</u></p>

<p>Recovery Curriculum - students receive a curriculum that takes into account the lost learning due to the partial school closures.</p>	<p>An altered curricula for each subject will be planned and implemented.</p> <p>EEF Impact Toolkit used to ascertain which classroom strategies will have the most significant impact in allowing students to catch up.</p> <p>Rigorous approach to whole-school teaching and learning policy to ensure all lessons, including catch up, has maximum impact.</p>	<p>Learning Leaders have altered their curricula for each subject in order to ensure that essential knowledge and skills are covered. This will enable learners to progress to the next stage of their learning journey.</p> <p>LL have completed a COVID-19 response to the curriculum document . This audit tool details how the students' knowledge and skills will be developed and how schemes of work have been adapted in response to the COVID-19 pandemic.</p> <p>Key Stage 4 curriculum plans have been reviewed as an result of changes to assessment arrangements in certain subjects.</p> <p>In subjects where the full specification content is still required to be covered, LL have modified their plans to ensure that all knowledge and skills are taught rigorously.</p>	<p>All plans went through a QA process, with set deadlines for each stage.</p> <p>CPD was put in place to share the rationale behind the concept of a recovery curriculum.</p> <p>Examples of medium and long term plans were provided and additional plans were shared as good practice.</p> <p>Delivery of the recovery curriculum will be assessed via our QA plan. This will be led by CW.</p>	<p><u>SLT</u> £0</p>	<p><u>Oct 2020</u> <u>Dec 2020</u> <u>And half termly</u></p>
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Purchase classroom visualisers for all classrooms to support the fact staff can no longer walk the classroom freely	These will support high quality T&L as they will enable staff to model from the front (staff cannot freely move around the classroom)	Development of effective assessment and feedback to students in lesson has been highlighted as a barrier in DDIs	This strategy will be developed as part of the CPD pedagogy programme	KI £2,000	Half termly
Continue the tracking of home learning engagement to keep up the positive momentum that was created during lockdown	Home learning will improve the independence of our students as well as support progress when it comes to key assessment points (mocks and ROA)	During lockdown, the school monitored engagement through platforms such as Educake and Mathswatch	LL will ensure that there are remote learning elements to the curriculum to develop the blended learning approach, this will be monitored within the Huxlow cycle	CW £0	Half termly
Focus on Rosenshine & TLAC strategies leading to all students knowing more and remembering more of the common curriculum being taught Evidence	Evidence-based strategies are supporting students' learning potential in knowing more and remembering more. The TLAC strategies in particular are allowing students' to maximise learning and retain key subject knowledge.	Evidence form DDIs shows that these are both areas of strength within certain departments and areas to improve, therefore this is a development point for a number of staff to improve consistency in T&L	This will be monitored as part of the Huxlow monitoring cycle within DDIs, student voice and work scrutiny	KI £0	Half termly

Leaders to track and monitor catch up strategies closely looking at low effort – high impact successes and continually refining practice to ensure learning gaps are closed in the most effective and timely manner.	Quality first teaching remains the single most effective strategy for closing learning gaps. A focus on curriculum sequencing and RAG rating each curriculum subject area will help leaders target specific subject domain knowledge students are not yet secure in. A cycle of plan – do – review will also support leaders’ understanding of effective catch up in the classroom.	Ensuring that the recovery curriculum is coherently planned and implemented for all year groups is a priority	LLs will monitor the curriculum intent and implementation alongside their SLT link	CW/KI £0	Half termly
Total budgeted cost:					£5,000
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>Y11 and Y12 Students who have been identified as requiring tuition, receive Maths and English academic support to increase their confidence now that they have returned to school.</p>	<p>Intervention – Ma and En HLTAs to work 1-2-1 or with small groups with pupils on the gaps identified by the diagnostic analysis.</p> <p>Ma and En Y11 targeted support after school, <u>Y12 in October half term, on Saturdays and after school</u> – Teachers to work with students after school on a 1-2-1 or small group basis.</p> <p>Tutor Boost – Y11 have their Maths teacher to enable further revision to be carried out. English intervention takes place during the normal curriculum – planned on a rota to avoid disruption to other subjects</p> <p>Academic Mentors – The National Tutoring Programme enabled us to appoint two full time tutors via MyTutor.</p>	<p>Students are recommended by HODs each half term based on ongoing assessments and class work in a variety of subjects</p> <p>Staff are assigned students based on diagnostic analysis in conjunction with ongoing assessment and class work in all subjects.</p> <p>Maths LL and teachers plan a series of activities that will improve core skills and confidence in the Maths</p> <p>All plans are submitted to the senior leadership team for checking prior to any implementation.</p> <p>HODs will provide suitable work for tuition and SLT will QA the delivery.</p> <p>HODs will provide suitable work for tuition and SLT will QA the delivery.</p>	<p><u>All plans are submitted to the senior leadership team for checking prior to any implementation.</u></p> <p><u>LLs will provide suitable work for tuition and SLT will QA the delivery.</u></p> <p><u>LLs will provide suitable work for tuition and SLT will QA the delivery.</u></p>	<p><u>CW and LLs</u> £35,000 My Tutor £10,000</p>	<p><u>Oct 2020</u> <u>Dec 2020</u> <u>And half termly</u></p>
<p>Huxlow Science Academy Programme enabled us to implement Premium Strategy</p>					

Y11 texts to be provided for students to annotate and use for the transition from home to school	Students will be able to annotate and learn from their own personal copies of texts	Students will struggle to learn and revise without their own text	English department will monitor the use of the texts	HB £1,500	Half termly
Y7 Catch Up tuition for students identified from CATs as below standard expectation	<u>Bridge gaps from lockdown and transition to support students to catch up in reading and numeracy</u>	<u>Data from previous school and CATs data to identify those below expectation</u>	<u>Monitored by LL and CW</u>	<u>CW, VP, RK</u> £6,000	<u>Oct 2020, Dec 2020 and half termly</u>
Total budgeted cost:					£52,500
WIDER STRATEGIES					
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?

Identify students who do not have access to online learning and bridge gap	Provide appropriate devices and Wi-Fi <u>for students who do not currently have access</u>	<u>Students need to be able to access online learning to ensure that blended or complete online learning is adopted during isolation or lockdown</u> <u>Audit of student access to be completed and suitable devices allocated to those students who need support</u>	<u>Completed audit reviewed by SLT and appropriate devices trialed by SLT and ICT manager</u>	<u>CW</u> £10,000	<u>Dec 2020</u>
Incentivise Drive improvements in attendance for students and parents. This can include shopping vouchers for meals and financial support for uniform	To encourage students to attend and parent cooperation with attendance and could lead to an improvement in attendance figures.	Student attendance is not consistently improving	This is monitored by pastoral teams and key stage leads	<u>HH, KL, CP</u> £5,000	<u>Monthly</u>

Ensure all Year 11s benefit from a 1:1 careers interview 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	Next steps CIAG has been identified as a key priority due to time lost in lockdown	Careers lead will monitor the programme and intended destinations for Y11, particularly for those students who are disadvantaged	<u>JH</u>	<u>Half Termly</u>
A new system in place for parents evenings in 2020/21 to ensure regular dialogue between home and school regarding academic performance	To maintain communication between the school and the parents regarding academic performance	Due to covid risk assessments, face to face parent consultation evening will have to be implemented online, parental engagement and communication is paramount	The pastoral team and SLT will monitor the implementation and engagement at virtual parents evening	<u>LG</u> £1,500	Half termly

Pay for 100-120 hours of counselling time	Having additional time set aside with the school counsellor 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.	Students have been identified as needing extra mental wellbeing support and counselling due to the effects of lockdown	The DSL will liaise closely with the school counsellor to identify and monitor the support provided for vulnerable students	LG £5,000	Half termly
				Total budgeted cost:	£21,500
				Total spend:	£79,000