
DfE COVID Catch-up Premium 2020-21

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.

Your individual school allocation will be shared with you by your Trust Finance Officer but is also available on the leadership area of the portal under Budgets and Grant funding for Trust schools

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 on [curriculum expectations for the next academic year](#).

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 and have a direct impact on students, 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. Schools should use this document to help them direct their additional funding in the most effective way. This could include, for example:

- small group or one-to-one tuition (particularly through the National Tutoring Programme)
- summer programmes to help re-engage pupils or extra teaching capacity from September

Schools will receive £80 per student paid in instalments each term. However, ***the Trust will underwrite the full allocation up front if S-CAT Academies are able to identify how the money will be spent over the year using the following guidance and template***

Please remember that this funding use and impact must be reported on your Website and to Trustees and Governors.

To ensure that the funding does help close the gap and we can report effectively to Trustees and Governors, we would ask schools to consider the use of a base line and set an achievable target for improvement within their RAP that should allow us to show progress.

The following allocation template is developed from the EEF guidance document and is our recommended approach

The Tiered Approach

The tiered approach is a guide, not a prescription. Many strategies will overlap categories, and the balance between categories will vary throughout the school year as priorities change. However, the idea of tiers of support can offer a useful framework for thinking about how to balance different challenges created by whole school returns. Schools can also use a tiered approach to help focus on a small number of strategies that are likely to make the biggest difference.

Figure 1: The tiered model for school planning



TCA Action Plan:

Academies will receive a total of £80 multiplied by the number of students registered on the previous Census. Please use the notes section to demonstrate how you intend to show progress and impact.

Teaching

Action	% of total fund spent on this action (if any)	Further Notes	To Date March 2021
<p>Training for staff – how to use technology for remote learning eg class sites, MS Teams</p> <p>Deliver remote learning based on a rota year group basis BUT prepare for full lockdown - distribution of laptops/dongles to students and staff</p>	<p>Nil</p> <p>1.4% (£1000)</p> <p>£330 per device x10 £3300= 4.6%</p>	<p>Communication to families - staff need to begin 'live' events from 22 October. Trust led training event for all teaching staff - September 2020.</p> <p>Purchase additional dongles with data for students - further nine required. Four 'in stock' and being used by students.</p> <p>Distribute laptops to 'disadvantaged' students x19 DFE devices (Nov20) plus the x18 received from out Trust (May20)</p> <p>Laptops for staff – ten devices required. All staff able to deliver remote learning to students who are at home (self-isolating)</p>	<p>10x£35=350</p> <p>8x£430=£3710</p>
Impact Evaluation	SIGNIFICANT IMPACT: All data dongles distributed, enabling 24 hour turnaround response to students struggling with internet data issues. Over 960 interactive online lessons delivered through allocated staff laptops, as well as online CPD completed and enabling the continuation of the smooth running of Academy business.		
Employ two Academic Coaches/Mentors – create smaller 'focused' groups to assist with filling in gaps in knowledge	17 weeks at £110 per day - via supply agencies cost will be £28700 = 40.4%	<p>Teach First will 'source' two mentors – two windows for us to have them (18 January then Feb half term). We have asked for Science and Mathematics coaches</p> <p>(NB. National Academic Programme via Teach First will pay for 75% of the cost so there may an opportunity to provide further capacity using this route)</p>	MC(continuing to &SG(ended 5/3/21)

Impact Evaluation	<p>SIGNIFICANT IMPACT: Mathematics coach: 1-2-1 work with LAC students and students with EHCPs, aimed at narrowing the gap. Full timetable of interventions with vulnerable students over lockdown, as part of keyworker and vulnerable offer. GCSE intervention with students moving from Higher to Foundation late in the academic year ensured all students achieved a pass grade. Science coach: 1-2-1 coaching for three hard to reach students who achieved a grade, despite being initially predicted U grades Small group tuition for a range of students who achieved positive value added (based on 2019 P8 formula).</p>		
Cost of additional resources/materials for curriculum areas	£7000 = 10%	For curriculum areas due to new Covid timetable. New textbooks, online resources etc	£1000 to date
Impact Evaluation	<p>SIGNIFICANT IMPACT: Full equipping of year group bubbles enabled core subject delivery in Mathematics and Science to continue without disruption during face-to-face segments of the year, without compromising the curriculum. Purchase of online resources for three subject areas enabled a blended learning approach to operate, supporting those students who were self-isolating as part of track and trace initiatives, or as part of bubble closures, as well as enhancing long term curriculum offer.</p>		

Targeted Academic Support

Action	% of total fund spent on this action (if any)	Further Notes	To Date March 2021
Baseline assessment for Year 8 not finishing Year 7 – ‘bridging the gaps’.	Nil	Use our existing staff to do remediation/intervention - data from GL assessments will provide us with target cohort. Easter/Summer/Summer School catch up. Approach Dan Donaldson to ask for input - ‘resilience and well-being’ workshops for students	
Impact Evaluation		MEDIUM IMPACT: Christmas lockdown disrupted immediate response to GL testing; the L4L leadership team adapted elements of the long term plan to incorporate skills areas highlighted by the GL tests, to ensure longer term recovery curriculum was appropriate to the needs of our cohort. Existing staff in L4L and the Inclusion Team worked with small groups to ensure that curricular skills gaps have been incorporated into either ongoing work or small group interventions.	
Use of National Tutoring Programme for disadvantaged students (x3) via Tute 20 session package Saturday Morning Sessions – book sessions with Tute and/or our teaching staff Period 6 Study Support students	Nil (NTP funded) £2550 = 3.6% Nil	X3 Y11 students selected. NTP partner selected - Tute. Tuition started week beginning 23.11.20 Ask staff to volunteer - agree pay rates (£25 per hour). Start Saturday morning sessions (six per week) beginning January 2021 for 17 weeks (Tute led or TCA staff). Use these ‘recorded’ lessons in the future as part of revision. Study Support to be started using TCA staff (January 2021)	

Impact Evaluation	MEDIUM IMPACT: Due to COVID restrictions, Study Support ran informally, with very small groups within bubbles, observing strict measures. Most interventions were Wave 1, to support these measures. TAGs were positive, overall, for monitored students, and these interventions played a part in underpinning that success. For the NTP session, the SENCO and the Assistant Principal: Attainment selected students who were finding traditional engagement challenging – the impact is more varied, as students continued to find engagement challenging, but the addition of a mixed-delivery approach aided their motivation as they entered final studies.		
Purchase GL assessments (full suite of tests for Y7 and 8), 8 and 9 (scaled down)	£3730 = 5.3%	Baseline assessments in place. Attitudes (PASS) of students. Metacognition. Quizzing/Memory – linked to staff training. Identify Year 7 starting points and set targets.	Purchased £3730
Impact Evaluation	MEDIUM IMPACT: Christmas lockdown disrupted immediate response to GL testing; the L4L leadership team adapted elements of the long term plan to incorporate skills areas highlighted by the GL tests, to ensure longer term recovery curriculum was appropriate to the needs of our cohort. Existing staff in L4L and the Inclusion Team worked with small groups to ensure that curricular skills gaps have been incorporated into either ongoing work or small group interventions.		

Wider Strategies

Action	% of total fund spent on this action (if any)	Further Notes	To Date March 2021
Tackling anti-social behaviour	Nil	Increased PSHE time for tutor period – monitor effectiveness via HoY. ‘Kickstart’ programme to be used to find BMS workers and increase capacity in BMS. Student Voice exercises used to adjust plans e.g. timetables	
Increase capacity of Nuture Hub - student well being	£9350 = 13.2%	Employ an additional person to add capacity for KS4 students within the Hub - £110 per day for 17 weeks	PR (continues)
EAL provision - purchase Flash Academy	£3500 = 4.9%	L4L teacher to visit SCA asap – work together to implement Flash Academy. Also use it with all Y7/8 students to support MFL delivery	Purchased £3500
Impact Evaluation	<p>HIGH IMPACT: Significant impact was achieved through doubling the capacity of the Hub spaces to handle bubble separation and to increase the number of students who could receive intervention. All EHCP students and a significant percentage of the SEMH and ASD students from within the SEN register received bespoke “return to school” packages after each lockdown, and ongoing liaison via phone and Teams sessions enabled by this financing.</p> <p>The purchase of Flash Academy has had a strong impact on engagement and provision for EAL students, and a more modest impact on SEND students. The package will be retained this year to continue developments. The change in leadership and policy around MFL and the timings of lockdowns diluted the impact on MFL, and the package will be scaled back this academic year.</p>		
Additional Counselling and well-being sessions	£5070 = 7.1%	Further counselling for students with anxiety and stress – via external service. Resilience and Leadership Workshop – Dan Donaldson (Nil cost)	£4200 ongoing
Impact Evaluation	<p>HIGH IMPACT: Significant impact was achieved through doubling the capacity of the counsellor. A 400% increase in mental health referrals within the Academy over the academic year has meant a significant need emerged around ongoing support for students experiencing distress – this commitment has continued to be increased by the Academy in recognition of the critical nature of this element of our pastoral care.</p>		

Staff and Student Well Being - introduce support and advice programmes (SAS)	£6000 = 8.5%	School Advisory Service (SAS) Well Being Package for staff and students - all academies in Trust purchased this	Purchased £6000
Impact Evaluation	MEDIUM IMPACT: All Staff and students have been offered access; significant promotion undertaken. The early indicators of uptake are positive, and anecdotal reports indicate staff and students are appreciative of the service. The variety of support will continue to enhance and augment our Academy offer for social and emotional wellbeing support.		
Increase contact with parents via information evenings and/or calls	£800 = 1.1%	Regular communication with families - TEAMS meetings, phone calls Communication with families – increased Edulink usage. Purchase SchoolCloud system for parents' evenings	Purchased £100
Impact Evaluation	HIGH IMPACT: Complete delivery of a full timetable of interactive online lessons for all year groups over the course of the academic year, as well as a blended model for students. Implementation of Edulink has reached 97% of families, and both parents and students are regularly using the system. All Academy communications have moved to Edulink. All Parents Evenings for 2020-2021 and 2021-2022 are now using SchoolCloud and 90%+ of families indicate virtual options are now the preferred mode of delivery for home-school communication events.		

