

## Catch-Up Premium Expenditure Plan September 2020 Derby Cathedral School

### Overview

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit.

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.

### Funding allocation

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11.

### Use of funds

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, 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

To support schools to implement their catch-up plans effectively, EEF has published the [school planning guide: 2020 to 2021](#). This will provide further guidance on how schools should implement catch-up strategies when they return in September and supporting case studies to highlight effective practice.

### **Accountability and monitoring**

As with all government funding, school leaders must be able to account for how this money is being used to achieve our central goal of schools getting back on track and teaching a normal curriculum as quickly as possible.

Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, governors and trustees should scrutinise schools' approaches to catch-up from September, including their plans for and use of catch-up funding. This should include consideration of whether schools are spending this funding in line with their catch-up priorities, and ensuring appropriate transparency for parents. As such, all DDAT schools need to complete the individual expenditure plan below and submit this to the CEO prior to funding being released.

The [guidance on full opening](#) sets out that Ofsted will conduct a programme of non-graded visits to some schools during the autumn. During these visits, inspectors will discuss how the school is bringing pupils back into full-time education – this may include plans schools have to spend their catch-up funding.

Ofsted currently plan to resume routine inspections in January 2021, with the exact timing being kept under review. When routine inspections restart, Ofsted will make judgements about the quality of education being provided, and that will include how leaders are using their funding (including catch-up funding and remote learning) to ensure the curriculum has a positive impact on all pupils.

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<b>School name:</b>	<b>Derby Cathedral School</b>
<b>Academic year:</b>	<b>2020-21</b>
<b>Total number of pupils on roll:</b>	<b>536</b>
<b>Total catch-up budget:</b>	<b>£28,640</b>
<b>Completed by:</b>	<b>James Emberley</b>
<b>Date of review:</b>	

**Summer 2020 Catch-Up Actions Completed**

[Use this section to outline any actions completed during the Summer holidays 2020. For DDAT schools who took part in the Kip McGrath Summer tutoring programme, please include details here.]

<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact</b>	<b>Cost</b>	<b>Staff lead</b>	<b>Comments</b>
<b>Y7 Baseline Testing</b>	<b>Identify gaps and ability in the absence of SATS data.</b>	<b>Identify knowledge gaps to inform curriculum and to identify students for intervention</b>	<b>£2000</b>	<b>JEM</b>	<b>All year seven students have undertaken GL assessment progress tests for both English and Maths. These are purchased products; the</b>

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	Allow effective target setting for Y7				<p>cost includes the tests and external marking and analysis reports.</p> <p>This has been used to identify areas of the curriculum that need adjusting, revisiting or require greater focus.</p> <p>The results from these assessments have also been used to identify students for our initial wave of interventions with English and Maths teacher and intervention with our external tutor.</p>
			<b>Total spend:</b>	<b>£2490</b>	

**Whole school support**

[To complete this section, outline which actions you wish to implement to support the whole school, along with the intended outcome, estimated impact, cost and any additional comments required. If you have specific staff who will be leading on a project, you can include their name in the table also.]

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
Microsoft TEAMS set up	<p>All students and staff to access TEAMS.</p> <p>Live teaching to continue in the case of lockdown or isolation</p>	<p>Reduction in loss of learning through lock down or isolation.</p> <p>Quality teaching to continue despite students being remote from school.</p>	£3500	RBR/SCO/JEM/JMA/CJO	<p>Microsoft TEAMS has been set up for all students and staff to access. Heads of department have been given the training to set up TEAMS classes for all classes in school .This covers every subject. We have used additional time from our IT support manager to enable this.</p> <p>All homework is being undertaken on teams. The Computing department has undertaken a specific SOW on digital literacy to increase students proficiency and understanding of teams. Live teaching is continuing to happen for any classes in self-isolation. Bespoke channels have been created for students self-isolating with lessons being set along with resources by heads of department.</p>

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Global Baseline Testing	Identification of knowledge gap and loss of learning	Gaps identified to enable catch up and intervention.	£450	JEM/Heads of Department	All subjects have assessed students and identified them for wave 1,2 or 3 intervention as appropriate. The cost is for the printing of these additional resources used to identify students.
<b>Total spend:</b>			<b>£3950</b>		

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**Targeted support**

[To complete this section, outline which actions you wish to implement to support individuals or small groups, along with the intended outcome, estimated impact, cost and any additional comments required. If you have specific staff who will be leading on a project, you can include their name in the table also.]

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
Intervention Catch Up	Intervention and catch up for students to address knowledge gaps, educational disadvantage and under performance.	Students are secure with age expected content and understanding allowing learning to progress further.	£500		<p>Starting with English and Maths, students are attending after school intervention. This is targeted for students that have been disadvantaged by national school closures. The groups invited to attend are reviewed half termly following a “Diagnose, Therapy, Test” model.</p> <p>In the spring term this model will be applied to the EBacc subjects.</p> <p>The cost is allocated for the additional resources required for these sessions.</p>

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<p>Pastoral mentoring and counselling services</p>	<p>Students are safe, happy and well.</p> <p>Potential barriers to learning are worked through and broken down.</p> <p>Students are able to progress with their learning</p>	<p>Address pastoral and mental health concerns with vulnerable students</p>	<p>£5000</p>		<p>DCS has engaged with Nottingham University to provide additional pastoral support. In addition to our existing pastoral team we will have three counsellors on site to work with identified vulnerable students. We only pay for their supervision which is a significantly reduced cost compared to standard costs for counsellors.</p> <p>We have also employed the mentoring services of 'Think For The Future' to support a smaller group of students whose behavior has been more affected by national school closures.</p>
<p style="text-align: right;"><b>Total spend:</b></p>			<p><b>£7500</b></p>		

**Wider support**

[To complete this section, outline which actions you wish to implement wider support, for example to parents, or accessing improved technologies, along with the intended outcome, estimated impact, cost and any additional comments required. If you have specific staff who will be leading on a project, you can include their name in the table also.]

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
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Device loan scheme	Students all able to learn effectively from home	Teaching and learning can continue at the highest standards possible	£3,200	SCO/RBR	A set of Chrome Books have been ordered to allow students to learn from home. Devices will be lent in cases where students do not have access to a device and are not eligible for a DfE device. This will allow students to access TEAMS, learning resources and live lessons where appropriate. These are in addition to the allocated DfE devices to ensure we have enough for all necessary students.
Tutoring	Additional capacity to address gaps and intervention	Students are able to move forward with curriculum content	£11,520	JEM/CHE/DSA	We have engaged a Maths and English tutor from YipiYap tutoring agency. This colleague is in school for three full days and strategically assigned to Maths and English lessons to work with students identified by subject teams. This is to accelerate progress of students disadvantaged by national school closures.
<b>Total spend:</b>			<b>£14,720</b>		

Summary report

**What is the overall impact of spending?**

To identify and support students disadvantaged by lockdown.  
To address and remove barriers to learning.  
To allow high quality learning to continue remotely in the event of self-isolation or lockdown.  
To identify gaps and misconceptions and address this through intervention and catch up strategy.  
To provide emotional support to improve well-being and attitudes to learning

**How will changes be communicated to parents and stakeholders?**

Letters home for targeted intervention sessions  
Curriculum staff/intervention teachers – home school contact (phone calls and emails)  
Parental Newsletter and emails  
Pastoral team - home school contact (phone calls and emails)

**Final comments**

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<b>Final spend: £28,640</b>

<b>Approved by Local Governing Body:</b>	<b>15/10/2020</b>
<b>Submitted to DDAT:</b>	
<b>Approved by DDAT:</b>	