



COVID-19 Catch-up Premium
Plan 2020-2021



Guidance

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 aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years 7 through to 11.

As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.

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, 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 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.

EEF Recommendations

The EEF advises the following:

Teaching and whole school strategies

- Supporting great teaching
- Pupil assessment and feedback
- Transition support

Targeted approaches

- One to one and small group tuition
- Intervention programmes
- Extended school time

Wider strategies

- Supporting parent and carers
- Access to technology
- Summer support

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	432	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£34 560		

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	Low literacy and numeracy skills
B	Gaps in the curriculum as identified by each Faculty Lead
C	Ensuring SEND and disadvantaged students are making social, emotional and academic progress following lockdown and isolation periods
D	Gaps in knowledge identified through the use of AfL
E	Understanding the ability of our new Year 7 intake without SATs scores

ADDITIONAL BARRIERS	
External barriers:	
F	Readying the school for further home learning, ensuring all students can access online learning at home

G	Improving and maintaining a high attendance % for all students
H	Student well-being and concerns around anxiety and safeguarding issues following the lockdown periods
I	Ensuring parental engagement levels are maintained during the 'virtual meeting' period

Planned expenditure for current academic year

Teaching and whole-school strategies					
Strategy	Intended outcome	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?
Quality First Teaching	The core subjects will be planned with increasing detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced. TA provision for the most vulnerable pupils.	EEF Toolkit – Metacognition and self-regulation EEF Toolkit – Behaviour interventions – support greater engagement through tracking the speaker EEF Toolkit – Oral feedback EEF Toolkit – Interleaving and questioning EEF Toolkit – Assessment for learning / feedback	<ul style="list-style-type: none"> - CPD need identified (whole school, faculty and individual) - CPD calendar planned targeting identified needs of the academy - QA schedule established both whole and faculty - Academy non-negotiables outlined and embedded 	EA	QA and actions throughout academic year Final review July 2021

<p>Teaching assessment and feedback</p>	<p>Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning.</p> <p>Y11 TAG process aligned with standardised grade descriptors and other assessment methods, giving a greater degree in confidence and accuracy of assessments.</p>	<p>Wider educational literature, e.g. Lemov (2010) & Sherrington, (2019) highlights importance of effective assessment improving student outcomes.</p> <p>EEF Tool Kit - effective assessment has a significant improvement in learning</p> <p>EEF Toolkit – Oral feedback</p> <p>EEF Toolkit – Interleaving and questioning</p> <p>EEF Toolkit – Assessment for learning / feedback</p>	<ul style="list-style-type: none"> - CPD calendar planned targeting identified needs of the academy - QA schedule established both whole and faculty - Academy non-negotiables outlined and embedded - Y11 TAGs policy designed and shared with stakeholders - TAGs CPD for all staff planned and delivered - Faculty TAGs plans/CPD/moderation/standardisation paperwork completed, shared and embedded in daily routines - Trust level collaboration to support TAGs moderation and standardisation - Ensure that all KS4 teachers are fully trained in their exam specification and assessment 	<p>EA</p> <p>CH</p>	<p>QA and actions throughout academic year</p> <p>Final review July 2021</p> <p>TAGs fortnightly throughout Spring and Summer terms</p>
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Frequent Low Stakes Testing	Teachers use low stakes testing to improve pupil assessment and feedback. To Improve knowledge of gaps and celebrate success, online package and apps, GCSE pod, Seneca, MathsWatch.	Wider educational literature, e.g. Lemov (2010) & Sherrington, (2019) highlights importance of effective assessment improving student outcomes. EEF Toolkit – Oral feedback EEF Toolkit – Interleaving and questioning EEF Toolkit – Assessment for learning / feedback	<ul style="list-style-type: none"> - Review of all SOW across all years, in all areas of the curriculum ready for September 2020 - Assessment planning outlined and detailed within all SOW - Regular agenda item in faculty meetings and faculty line management meetings 	EA	QA and actions throughout academic year Final review July 2021
Ensure that Year 7 'catch-up' on missed content from Year 6	Varying gaps in students' knowledge and understanding in core subjects is identified and planned for, to address lost learning and positively impact upon student progress	Wider educational literature, e.g. Lemov (2010) & Sherrington, (2019) highlights importance of effective assessment improving student outcomes. EEF Tool Kit - effective assessment has a significant improvement in learning EEF Toolkit – Oral feedback EEF Toolkit – Interleaving and questioning EEF Toolkit – Assessment for learning / feedback	<ul style="list-style-type: none"> - Review of SOW for Y7 in all areas of the curriculum ready for September 2020 - Bridging units in English and Maths have been created, using information gathered from local primaries as to 'missed' content. - Regular agenda item in faculty meetings and faculty line management meetings 	EA/JP/MB/HoF's	November 2020 July 2021

<p>Year 11 'catch-up' on missed content and have increased opportunities to 'practise' key skills and the application</p>	<ul style="list-style-type: none"> - Compulsory attendance at Lesson 6's, with each core subject and option block given a six-week period of additional teaching time. - To encourage attendance at, at least one, 'Revision Hub' each week – with the focus being on accessing online catch-up resources uploaded by subject staff. - A programme of monthly Saturday Schools (2 hours) throughout the year. These will be a mixture of subject specific sessions and opportunities to independently study. - Review of curriculum for identified Vulnerable students to best support progress and well-being. 	<p>EEF Toolkit – extending the school day</p> <p>Wider educational literature, e.g. Lemov (2010) & Sherrington, (2019) highlights importance of effective assessment improving student outcomes.</p> <p>EEF Tool Kit - effective assessment has a significant improvement in learning</p>	<ul style="list-style-type: none"> - Y11 intervention plan completed outlining all strategies and time scales - Lesson 6 schedule identified, targeted students identified and communicated with parents - Schedule for Saturday/Holiday sessions identified, targeted students identified and communicated with parents - Impact measured by Faculty leads and subsequent planning reviewed as a result 	<p>CH/HoF's</p>	<p>Post TP collection points</p>
<p>Review of PSCHE programme to support student well-being</p>	<p>A PSCHE programme to cover Mental health & Happiness, personal skills and qualities, work skills, making use of constructive criticism</p>	<p>EEF – Behaviour interventions – approaches to develop a positive school ethos and discipline which also aims to support greater engagement in learning</p> <p>EEF Toolkit Social & Emotional Support</p>	<ul style="list-style-type: none"> - Mental Health and well-being to be prioritised in curriculum delivery across all year groups. - SLT to lead specific areas of planning new PSCHE curriculum 	<p>EA/SLT</p>	<p>October 2021</p>

Purchase of Y7 Baseline testing and reading tests for Y7-9	All Y7 joining us will be assessed to ensure we have an accurate understanding of their ability without the use of the SATs this year.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	<ul style="list-style-type: none"> - GL assessment CAT4 testing to be purchased and implemented with Y7 students during Autumn Term 1 - Y7 setting of students takes place as quickly as possible to ensure appropriate support and access to the curriculum, in a timely manner - Y7-9 undertakes at least one NGRT (Y7 once on entry to Y7 and once at the end of the academic year). Outcome to inform whole planning and strategy on whole school literacy 	CH/HoF's	Post TP collection points
Total budgeted cost:					£13 824

Targeted approaches					
Strategy	Intended outcome	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>Transition support</p>	<ul style="list-style-type: none"> - Children who are joining school from different settings or who are beginning their schooling at The Oaks have an opportunity to become familiar and confident with the setting before they arrive and to see their Form tutor welcome. - SEND support deployed to aid the transition of vulnerable pupils. 	<p>Usual transition programme was unable to take place due to COVID lockdown. However, it is really important new students are welcomed in the same way and made to feel an important part of The Oaks community.</p> <p>Students and parents should be aware of key adults within the academy and how to seek information and support when needed.</p> <p>EEF Toolkit (2021) reports that that effective parental engagement can have +2 months benefit to student progress</p>	<ul style="list-style-type: none"> - Collaboration within trust of best practice and possible shared resources - Quality assure all materials produced - Review impact of each strategy prior to delivery of next (student/parents numbers engaged, feedback from students and parents) - Ensure use of a variety of timings, methods and activities to maximise engagement 	<p>SF/ Y7 lead</p>	<p>September 2020 July 2021</p>
<p>Develop a rewards strategy for students who complete their home learning to the desired expectation</p>	<p>Improve the engagement levels of home learning across all year groups and thus improve pupil progress, organisation and resilience.</p>	<p>EEF – Behaviour interventions – approaches to develop a positive school ethos and discipline which also aims to support greater engagement in learning</p>	<ul style="list-style-type: none"> - Completion of pupil voice to ensure appropriateness for target audience - Promotion of rewards to ensure valued currency - QA how staff utilise and embed rewards within daily practice and routines - Use behaviour and achievement points data, alongside ATL scores to identify impact 	<p>EA</p>	<p>Termly</p>

<p>A new system in place for parents evenings in 2020/21</p>	<p>To ensure regular communication between home and school regarding academic performance</p>	<p>Current anecdotal evidence suggests that many PP parents unaware of parents evening resulting in poorer attendance (approx. 10% gap) EEF Toolkit (2021) reports that that effective parental engagement can benefit to student progress</p>	<ul style="list-style-type: none"> - Regular review of attendance figures - Parent review on use of online appointment systems - Promotion of strategy with parents in all academy communications - Actions to be take post review of each event 	<p>SF</p>	<p>Half termly</p>
<p>Appointment of whole school literacy coordinator</p>	<p>The school develops an effective strategy and approach to improving levels of literacy at The Oaks</p>	<p>EEF Toolkit – Reading comprehension EEF Toolkit – Oral language interventions EEF – Improving Literacy on Secondary schools’ guidance states ‘acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject’. Oxford Language Report: Why Closing the gap matters – Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English.</p>	<ul style="list-style-type: none"> - Identification of academy priorities - Improvement plan written and time lines identified - Implementation and review of impact to ensure student outcomes are positively impacted 	<p>EA/MB</p>	<p>Fortnightly during Line Management meetings</p>
<p>Total budgeted cost:</p>					<p>£8 640</p>

Wider Strategies					
Strategy	Intended outcome	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?
Supporting parents and carers	Children have access to appropriate resources for home learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning.	<p>Disadvantaged pupils and parents have limited access to IT software especially in its use for education purposes. In order to be able to fully access and engage with learning, parents and pupils should be provided with a variety of opportunities to learn and understand how to use identified software, i.e. TEAMS, Zoom, etc.</p> <p>EEF Toolkit (2021) reports that that effective parental engagement can benefit to student progress</p>	<ul style="list-style-type: none"> - Programme of webinar style sessions to be identified across academic year for each application used. - Targeted smaller session for parents of vulnerable pupils. - Staff communication with parents to refer to and promote school programme - Regular, fortnightly ZOOM forums with parents to update and give an opportunity to feed into future planning - Half termly Newsletter sharing student achievements, academy news and upcoming events - Continuance in the development of the website to be an 'one stop' source of support for parents in helping to support their children at home - Fortnightly 'top tips' sent to parents, using the resources in the National Online Safety Programme, coordinated by KS 	EA/KS	Termly

<p>Access to technology</p>	<p>Provide laptop and wireless connection devices for all students, particularly, disadvantaged students and those identified as vulnerable. 134 students identified across all year groups with lack of adequate equipment or connectivity issues.</p> <p>Teachers have access to computers/laptops that are equipped with webcams and allow the teachers to access school-based resources (from home where appropriate).</p>	<p>Without access to adequate IT resources, teachers are unable to facilitate effective home-learning with increased capacity to share ALL resources and communicate learning to children.</p>	<ul style="list-style-type: none"> - Identification of students without appropriate access to Technology - Source IT resources to loan to 134 identified students without access - Create tracking spreadsheet of IT need and loaned equipment, whilst prioritizing importance, i.e. Y11, PP/vulnerable students 	<p>EA</p>	<p>Monthly</p>
<p>Upskill staff on best practice for 'online' learning</p>	<p>All subjects will plan and deliver 'online' learning with increasing increased confidence and student engagement so that knowledge gaps can still be reduced.</p>	<p>Without adequate knowledge of effective IT resources, packages and software, teachers are unable to facilitate effective home-learning in order to effectively communicate and engage students in learning.</p>	<ul style="list-style-type: none"> - CPD need identified (whole school, faculty and individual) - CPD calendar planned targeting identified needs of the academy - Trust level support identified and shared within academy - QA schedule established both whole and faculty - Academy non-negotiables for 'online learning' outlined and embedded 	<p>EA</p>	<p>Termly</p>

Homework club to support progress	Disadvantaged students, of all abilities, attend and receive support with homework completion and organisation	EEF Toolkit – extending the school day EEF – Behaviour interventions – approaches to develop a positive school ethos and discipline which also aims to support greater engagement in learning	- Staffing, location and resources planned and embedded within academy routine	LB	Termly
				Total budgeted cost:	£12 096

ADDITIONAL INFORMATION

The difficulties with technology coverage for our students reflect the levels of deprivation in the geographical area.

Additional information used to support the sections above:

- Internal assessment and reporting
- Evidence from the EEF [Families of Schools database](#)
- Results of staff and pupil consultation
- Analysis of attendance records
- Trust reviews and reports
- Internal quality assurance data
- Guidance from experts
- Case studies