

COVID catch-up premium report

COVID catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	908	Amount of catch-up premium received per pupil:	£80.00
Total catch-up premium budget:	£72,000		

STRATEGY STATEMENT

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The students of BCHS 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. This funding will be used for specific activities to support our pupils to catch up for lost teaching over the previous months and to reduce the impact of the gap between our most disadvantaged pupils and their peers.

Barriers to learning

You could use the following data sources to help identify barriers to attainment in your school:

- Internal assessment and reporting software
- The EEF [families of schools database](#)
- Staff, pupil and parent consultation
- Attendance records
- Recent school Ofsted report
- Guidance from experts

BARRIERS TO FUTURE ATTAINMENT

Academic barriers: (issues addressed in school such as low levels of literacy/maths)

A	Closing the Vocabulary and Reading Gap – lost learning time has widened the vocabulary gap through decreased exposure to a wide range of vocabulary rich texts
B	SEND/Vulnerable and pupils with EHCP – attainment gap widened through Covid related closures
C	Seek to improve attendance of pupils reluctant to re-engage with school (covid related; anxieties around on-going pandemic; ill health etc)
D	Recovery Curriculum for lost learning time in Y11 due to Covid-19 (especially core subjects)

ADDITIONAL BARRIERS

External barriers: (issues which require action outside school such as home learning environment and low attendance)

D	Technological Poverty – students without access to modern devices, internet, knowledge to access digital learning
E	

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Planned expenditure for current academic year

The headings below will help you demonstrate how you plan to use the catch-up premium to improve classroom pedagogy, provide targeted support and support whole-school strategies.

Quality of teaching for all					
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>Appointment of NTP tutors for English and Maths</p>	<ul style="list-style-type: none"> - Key knowledge and skills gap closed in preparation for mock examination series and Summer 2021 series - Boost confidence and skills for exam approaches - Ensure alignment figure for BCHS remains at pre-Covid forecast - In phase 2: Yr 10 critical alignment pupils targeted for intervention for maths/English - 	<p><u>One to one and small group tuition</u></p> <p>There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy.</p> <p>To be most effective, creating a three-way relationship between tutor, teacher and pupils is essential, ensuring that tuition is guided by the school, linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback.</p> <p>Tuition delivered by qualified teachers is likely to have the highest impact.</p> <p>1:3 ratio of pupils to tutors to be employed. 5 groups of 3 pupils for English and for Maths identified. 15 hours additional tuition per student. Short, sharp interventions planned every day over 3 week period in run up to mock exams. Connex agency appointed.</p> <p>Following further lockdown and school closures, NTP programme to continue in same format as above with Yr 10 critical pupils.</p>	<p>SLT link for DP to oversee. NPQSL participant to lead and run project.</p> <p>BCHS subscribed to tuition portal.</p> <p>Regular meetings between CL Eng and Maths with SLT Link and NPQSL lead.</p>	<p>KBO LTA</p>	<p>First round of tuition evaluated Jan 2021</p>
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<p>Staff CPD – specific inset centred on boosting progress and narrowing gaps as part of a wider recovery curriculum and teaching approach</p>	<p>All staff are well trained and knowledgeable at using Google Classroom and putting theory into practice. Time given to staff to become Google Educators Level 1 CPD around recovery curriculum, engagement and targeting our most DP pupils delivered o whole staff and cascaded into curriculum planning time.</p>	<p>Great teaching is the most important lever schools have to improve outcomes for their pupils. Ensuring every teacher is supported and prepared for the new year is essential to achieving the best outcomes for pupils. BCHS have timetabled professional development sessions—for example, to support curriculum planning or focused training on the effective use of technology/Google Classroom/Distance learning— we know this will be incredibly valuable to the Quality First Teaching approach all of our staff will consistently take. As a school we have made significant adjustments to organisational and logistical aspects of school life. Ensuring teachers have training and support to adjust to these changes is likely to improve the quality of teaching as all pupils return to school.</p>	<p>Google Meet whole staff training Use of Google Educators classroom and platform to deliver CPD Inset time CPD Pathways Use of Outstanding T&L Classroom to share and embed Make It Stick pedagogy</p>	<p>SLT link for T&L Leader for Digital Learning and Strategy</p>	
<p>Support Creative subjects through resources for successful remote learning</p>	<p>Pupils will be able to continue their creative curriculums from home as resources will not be a barrier to learning</p>	<p>Specialist equipment for our most DP pupils will be needed to equip them to continue their creative subjects from home.</p>	<p>Purchase: paint brushes, paint, water colours, fineliner pens, rubbers, sketching pencils etc to support GCSE Art from home. CL for Creative to lead and disseminate equipment to pupils where this is a barrier.</p>	<p>LTA</p>	<p>Evaluated at first data capture</p>
Total budgeted cost:					
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?
Appointment of 1:1 Home Tutor for pupils with barriers to attendance	Working in a highly personalized and 1:1 approach will ensure better engagement and possible re-integration into school life.	There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. We know that we have a group of critical students who have been reluctant to engage/greater barriers to engagement with school over lockdown who require a more personalized and highly intensive 'trusted person/tutor working with them on an individual basis. 39 hours per week, employed on a full time basis.	Rigorous appointment process QA of provision Use of student data/CPOMS/ attendance information Relationships with family workers used to gather information. Google Meet and technology in place to ensure access to hard to reach families	SLT lead for Inclusion	

<p>Purchase of Accelerated Reader to boost reading skills, close vocab and reading gap</p>	<p>Pupils enrolled on to Accelerated Reader programme. Data reveals improvement in reading ages. Outcomes in literacy across the curriculum.</p>	<p>An accredited programme recognized by the EEF and Gov as a tool that has significant positive impact on improving reading ages and engagement with reading. Accelerated Reader (AR) is a reading management and monitoring programme that aims to foster independent reading. The internet-based software assesses reading age, and suggests books that match pupils' needs and interests. Pupils take computerised quizzes on the books and earn AR points as they progress. The EEF study found that Year 7 pupils who were offered Accelerated Reader made 3 months' additional progress in reading compared to other similar pupils. For pupils eligible for free school meals the figure was 5 months' additional progress. For weaker readers, the approach appears to contribute towards catch-up at the start of secondary school, although pupils at very low levels of reading may need initial support from teachers to benefit, if they are not independent readers.</p>	<p>Recent appointment of librarian to oversee and line-managed with SENDco. Dedicated English curriculum time and Progress Time given over to AR. Staff training available – both externally and to be cascaded internally also.</p>	<p>EBA KBO JOC</p>	
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<p>Offer of Dyslexia Screening and In-house intervention</p>	<p>Ability to offer Dyslexia screening and reading specific barriers through upskilling Deputy Sendco through Post Graduate Certificate in Dyslexia Education</p>	<p>The in-house facility to screen will cut long waiting times with external referrals and associated professionals/agencies involved in the screening process. Rapid response to the barrier as it is presented in school and swift and timely intervention for our pupils struggling to make progress (especially though remote learning) and require additional support.</p>	<p>External training PGcert of one staff member. In-house training and case-studies underway with selected pupils. Wider screening programme to be rolled out 2020-21</p>	<p>TMA EBA</p>	
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<p>Develop deeper engagement with reading through independent and guided reading</p>	<p>Continue to narrow the impact of covid related closures/disruption to learning on reading and narrow the vocabulary gap.</p> <p>Purchase ALL year 7 an engaging class reader.</p> <p>Through skilled teacher-led guided reading during PT, pupils to put into practice oracy skills, thinking and critical thinking skills, immersive language and vocabulary, confidence in interacting with unfamiliar texts.</p>	<p>ERIC (Everyone Reads in Class) are very common approaches to independent reading that occur each week in countless schools. They are part of the fabric of the school day and can prove a cornerstone of a rich reading culture. Partial school closures have likely made well-known literacy challenges more acute than before. Given disadvantaged pupils are less likely to own a book than their advantaged peers, how can we expect their reading development flourished during lockdown? Given reading on screen is less optimum than traditional reading, how can we expect pupils reading got better for those who already struggling with the basics?</p> <ul style="list-style-type: none"> • Book access is a problem, but there are no silver bullet solutions • Book gifting needs to be supported with attention to reading motivation and skill of pupils • Book gifting likely needs additional support factors e.g. explicit guidance; support/training for parents and care givers • Book gifting needs to be a part of a multi-stranded approach to developing reading and literacy. 	<p>For this strategy to be successful the following will be implemented:</p> <ul style="list-style-type: none"> • Staff training on guided reading – ensure that EVERYONE has the opportunity to take part in different reading approaches to ensure optimum engagement with the text • Select a book suited to our Yr 7 school community: Noor-Un-Nisa Inyat Khan – a heroine working as a British Indian spy in WW2. Purchase 200 x books (one per pupils + staff) • Dedicated PT for class reading using Quigley’s Closing Reading Gap approach • Author Visit: virtual author meeting with Yr 7 pupils to boost engagement, promote oracy through interaction between author and pupils: pupils plan questions for discussion/ 	<p>KBO and Yr 7 team</p>	
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Develop deeper engagement with reading through independent and guided reading	As above but specifically for SEND Edv catch up	As above	Purchase of a range of class readers for KS3: Scholastic and Amazon as selected by SEND team	EBA	
Total budgeted cost:					
Other approaches					
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?
Improve provision of digital technology and access to technology provision through purchasing laptops for DP pupils without home access	Pupils at home who are self-isolating or on rota learning are able to access LIVE learning and Google classroom. B code on SIMS	Pupils' access to technology has been an important factor affecting the extent to which they can learn effectively at home. In particular, lack of access to technology has been a barrier for many disadvantaged children.	Appointment of leader for Digital Learning/Ed Tech and strategy to oversee. Pupils without access identified and give appropriate loan of provision.	RRO	Cost:
Provision of Dongles for Internet Access	As above	As Above			
Provision of top ups and unlimited data	As above	As above		KBO/PGR	

Purchase of Google Classroom Upgrade to ensure all pupils can attend assemblies, year group meetings, parents evenings where there in excess of 80 pupils accessing at one time	ALL DP pupils have access to school-wide events	As above	Lead for Ed Tech to supply and programme all BCHS GC network	RRO	200.00
Purchase of Screen Castify Upgrade	ALL DP students have access to 'How to...'ed tech videos/guidance for events eg.remote booking of parents' evening, option evening information Teaching staff can ensure better delivery of curriculum through engaging content	As above	Lead for Ed Tech to purchase an upgrade the school-wide system		42.44
20 x laptops for DP pupils	Pupils at home who are self-isolating or on rota learning are able to access LIVE learning and Google classroom.	As above	Purchase and distribution of laptops to high priority DP families/pupils		5483.20
Total budgeted cost:					

ADDITIONAL INFORMATION

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In this section you could annex or refer to additional information which you've used to support the sections above. For example:

- Internal assessment and reporting software
- Evidence from the EEF [families of schools database](#)
- Results of staff and pupil consultation
- Analysis of attendance records
- Recent school Ofsted report
- Guidance from experts
- Case studies

- Remaining as of 11/1/21: £53, 116.33