

Berwick Academy

COVID-19 Catch-Up Premium Plan

Summary Information			
School	Berwick Academy	Academic Year	2020-21
Y9-11 Catch-Up Premium	£30160	Number of Pupils	393
Post 16 Catch-Up Premium	£2427	Number of Pupils	109

Guidance

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). The government COVID-19 catch-up premium has been established to mitigate the effects of this disruption and to allow schools to support their students to catch up for lost teaching over the previous months, and in line with the 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 has published a support guide:

<https://educationendowmentfoundation.org.uk/covid-19-resources/covid-19-support-guide-for-schools/#nav-covid-19-support-guide-for-schools1>

A summary of the EEF's best practice suggests a three tiered approach focussing on *teaching* (high quality teaching for all, effective assessment, supporting remote learning, focusing on professional development), *targeted academic support* (high quality one to one and small group tuition, Teaching Assistants and targeted support, awareness of student needs, academic and pastoral mentoring) and *wider strategies* (supporting students social, emotional and behavioural needs, communicating effectively with and supporting parents).

Areas of concern / barriers to learning identified in September 2020

Gaps in knowledge and curriculum coverage as identified by teaching staff and each Director of Learning.
 Understanding the wide range of impact lockdown had had on individuals' learning due to their many different circumstances and experiences i.e. for some pupils there are now significant gaps whilst for others there appears to be far less.
 Understanding starting points and the ability of new Year 9 students.
 Confidence in reading is lower than normally seen in Year 9 on transition from middle school.
 Significant difficulty in recall of basic maths skills for Y9 students, many children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies.
 Some students are highly anxious and alongside wider family members have needed significant emotional support due to experiences during lockdown.
 Wellbeing and safeguarding concerns are significantly higher and often more in-depth than pre-lockdown.
 Maintaining positive attendance and punctuality rates.
 Planned catch-up activities and support being further impeded by illness or periods of isolation due to close contact with a positive COVID-19 case - impact and timing of issues are unpredictable and can vary from individual students, class, or friendship groups or at times across a whole year or Key Stage.
 Offering support to students and parents to ensure that all students can access online learning from home, and teaching staff are provided with relevant CPD and direction to enable high quality remote provision if / when needed
 Supporting all members of the school community in adapting to new school routines and procedures, especially students with SEND or complex needs.
 Retaining positive relationships with parents and carers and ensuring their engagement in supporting learning and high standards of attendance and behaviour remains high.
 Continuing to provide careers and further education advice and guidance and ensure progression routes are robust and well supported.

Planned intervention / strategy		Estimated Cost
Teaching	Catch-up plan mapped against the full curriculum and specific to each subject, to support recovery of learning for all students - Faculty level catch-up plans - Gaps in learning identified and class level or individual student plans put in place where relevant e.g. bespoke Hegarty maths programmes - Autumn term teaching programme targeted at gap filling alongside moving new knowledge forward - Curriculum adaptations made at subject level in response to student need or updated KS4 / KS5 exam specifications	
	English, maths and science baseline testing completed with incoming Y9 students to establish starting points, papers externally marked and moderated	£1500
	Additional English, maths and science staffing capacity directed at key groups and exam classes in core subjects throughout Term 1 to support gap closing via in class support, small group interventions and 1:1 work	£20,000
	Established Virtual Learning platforms used to consolidate teaching and support remote learning - Provide visualisers to staff to support modelling at whole class level or during remote learning scenarios	£1000
	Staff CPD programme to support and develop new working practices, including high quality delivery of virtual learning	£1000

Planned intervention / strategy		Estimated Cost
Targeted Academic Support	Target Y13 / Y11 (via whole class teaching initially) and resit students as priority groups due to more immediate nature of exams	
	Support Autumn series entrants via face to face tuition, teacher led directed learning, VL, online tutorials, Oak Academy, hard copy revision materials, independent student work	
	16 – 19 tuition fund used for additional teaching capacity, and online (Maths) tutoring platform - Timetabled resit class with English / maths specialists	£2500, including £252 for school exams platform
	External candidates from outgoing Y11 or Y13 cohorts provided with packs outlining available support from school staff, contact emails, and hard copy revision guides and resources	£500
	TAs hold individual ‘catch-up’ meetings with SEND students, complete support plans, and where necessary detail focussed / bespoke support	
	Staff CPD around supporting students back into school, recognising success and rewarding positive efforts, and challenging lack of engagement or co-operation via whole school systems and process e.g. Classcharts, CPOMs	£1000

Planned intervention / strategy		Estimated Cost
Wider Strategies	Safeguard against further lost learning due to lockdown, isolation or illness via a blended learning strategy that provides virtual and independent learning opportunities and a ‘keep-up’ strategy for students who have spells away from school - Use student voice to support strategy decisions - Virtual Learning Lockdown Plans strategy in place - Blended Learning Principles and Policy in place	£1000
	Distribute (after set-up and imaging) school allocation of laptops and routers for disadvantaged students, utilise external ICT support where needed to turnaround laptops as quickly as possible	£2000
	Target Pupil Premium funding at supporting gap closing in tandem with Blended and Virtual Learning strategies e.g. investing in digital platforms and resources that can support students when learning remotely	
	Pastoral Leaders and School Counsellor supporting students as per lockdown ‘vulnerable students list’ with regular meetings with students in school or calls home to parents and mapping potential issues to enable rapid response strategies e.g. wellbeing support, access to counselling, device access or Wi-Fi issues, technical support	
	Redeployment of admin staff to support ‘remote!Thelp@’ email queries and ensure parents and students receive a prompt response and feel supporting with online virtual learning queries	£2000
	Planned migration to Microsoft ‘Teams Classes’, staff CPD and guidance and support for students and parents, equipment provision e.g. headphones	£1000

Intended Impact and Review

The intended impact of the strategies above are to support students in developing or regaining their confidence with learning, relationships and returning to school. It is important that a stable foundation is built from which students can take the relevant steps to recover lost learning, work successfully towards academic and pastoral targets and KS4 or Post 16 exams. Support for a smooth transition into the next academic year or phase of learning, training or employment will also be required.

As with all government funding, school leaders and Trustees must be able to account for how the money is being used.

The impact and spending strategy for this catch-up premium will be reviewed by Berwick Academy's Standards Committee and Trust Board at key points during the 2020-21 academic year. When Ofsted re-commence routine inspections, they will also make judgements about the quality of education being provided which will include the effectiveness of the use of this funding to ensure the school's provision and taught curriculum has a positive impact on all pupils.