



2020/21 Expected Funding			
Pupils in year groups Reception to 11 <i>(Based on the School Census 1 Oct 2020)</i>	1391	@ £80	£ 111,280

Barriers to future attainment

Academic barriers

- In-academy attainment gaps on entry in English and Mathematics
- Reading ages significantly lower than both chronology and national on entry
- Positive learning habits need to be reinforced and reviewed post lockdown
- Timetabling constraints on curriculum especially around access to IT

External barriers

- Adjusting to new ways of working and in-school routines
- Parental engagement during COVID climate
- Parental and community worry around COVID and impact on BAME community
- Potential reduction in employment opportunities for students leaving

Curriculum Expectations

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.

How are we spending the premium?

Schools should set out how they will allocate the additional funding to support curriculum recovery this academic year. The EEF guidance suggests a 3-tiered approach:

COVID Catchup Premium spend is divided into the following three priority areas:

Teaching

- High-quality teaching for all
- Effective diagnostic assessment
- Supporting remote learning
- Focusing on professional development

Targeted academic support

- High-quality group tuition. Over staffing in areas to provide greater support and to mitigate any staffing issues
- Teaching Assistants and targeted support
- Planning for pupils with Special Educational Needs and Disabilities (SEND)

Wider strategies

- Supporting pupils' social, emotional and behavioural needs
- Reviewing character programme in tutor period
- Reviewing CIAG programme across the school
- Communicating with and supporting parents
- Supporting parents with pupils of different ages
- Supporting development of IT infrastructure in school

Identified Gaps in learning and barriers (Sept 2020) (e.g. Curriculum, literacy, attendance, well-being)

Comparative marking used to identify gaps in literacy across both phases
Gaps in curriculum knowledge as identified by each Director
Readying the school for further home learning needs (E.g. a second lockdown)
Ensuring all students can access online learning at home
Purchase of laptops for staff to support delivery of remote learning
Gaps in knowledge that have appeared between March and July 2020 (as identified through assessment in Term 1)
Ensuring our SEND students are making social, emotional and academic progress following the lockdown period
Understanding T&L strategies within the 'new normal' way of teaching
Gaps in 'careers and further education' advice and guidance
Wellbeing: Students adjusting to the new school routines and structures
Wellbeing: Concerns around anxiety and safeguarding issues following the lockdown period
Ensuring parental engagement levels are maintained
The new plans for the school day create a number of logistical difficulties which could hamper high quality teaching and learning if we are not careful

Teaching		
Action	Intended Impact	Cost (£)
Purchase student equipment packs so that all students are ready to learn	Allow all students to access the curriculum in all subjects irrespective of economic situation. Students cannot borrow equipment and to develop independence we will provide them all with a kit which enables them to play an active part in lessons	16732
Purchase chromebooks to support the curriculum	Access to computers is essential for some subjects (Business, Sport, HSC), but this will also support the AR programme. We would struggle to move computers across bubbles	14701
Purchase additional classroom visualisers to support the fact that staff can not move freely around classrooms	These will support high quality T&L and will enable staff to model from the front of the class	676
Teacher kit	Staff teaching pack allowing them to engage with new school systems.	1069
Teacher laptop.	To allow staff to deliver remote lessons should they be isolating and to fully engage with connected learning strategy.	53000
Extra screens	Extra screens to support large space teaching	10486
Microphones and headsets	Microphones and headsets for large space teaching	6919
Classcharts	Software to identify student needs and create electronic seating plans	1209

Intervention		
Action	Intended Impact	Cost (£)
Purchase Accelerated Reader for Yrs Reception - 9	To deliver a supported reading package identifying gaps in students reading and reading for understanding	4879
Additional TF staff.	Additional TF staff to provide high quality interventions and small group work.	14140
Literacy support software lexia, accelerator reader, oliver software, reading cloud.	Access to computers is essential for some subjects (Business, Sport, HSC), but this will also support the AR programme. We would struggle to move computers across bubbles	5448
SEND SLE contract	Support SEND students to close gap and review provision	4500
Creation of Director of Provision	Support approach to inclusion and both internal and external AP	5000

Wider strategies		
Action	Intended Impact	Cost (£)
Purchased unifrog	Review CIAG guidance in light of impact of COVID on community	4970
Develop wifi infrastructure	Develop WiFi capacity to support with increase Chromebooks and staff laptops.	6967

Summary COVID Catchup Funding	
Priority Area	Cost
Teaching	£104792
Targeted academic support	£ 33967
Wider strategies	£ 11937
Total	£150696
Allocation	£111280