

Covid-19 Catch Up Premium

The government announced £1 billion of funding to support children and young people to catch up lost time after school closure. This is especially important for the most vulnerable and disadvantaged backgrounds.

Funding allocations

School allocations will be calculated on a per pupil basis. Mainstream school will get £80 for each pupil in from reception to year 11 inclusive.

Payment schedule

Schools will get funding in 3 tranches.

1. Autumn 2020 – this is based on the latest available data on pupils in mainstream schools. For mainstream schools, we will use the 4 to 15 pupil headcount from the October 2020 census.
2. Early 2021 – based on updated pupil and place data. This payment will also take account of the initial part payment made in autumn 2020 so that schools will receive a total of £46.67 per pupil or £140 per place across the first 2 payment rounds.
3. Summer 2021 term - a further £33.33 per pupil or £100 per place.

Using catch-up funding

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 curriculum expectations for the next academic year in [full school opening guidance](#).

While schools can use their funding in a way that suits their cohort and circumstances, they are expected to use this funding for specific activities which will help pupils catch up on missed education.

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.

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 and supporting case studies to highlight effective practice.

Accountability: school leaders and governors

School leaders must be able to show they are using the funding to resume teaching a normal curriculum as quickly as possible following partial or full school closure.

Governors and trustees should scrutinise schools' approaches to catch-up from September 2020, 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.

Monitoring by Ofsted

Ofsted will visit some schools during the autumn 2020 term to discuss how they are bringing pupils back into full-time education. These discussions may include plans schools have to spend their catch-up funding. Ofsted may resume routine inspections from January 2021 although the exact timings are being kept under review.

When routine inspections restart, Ofsted will make judgements about the quality of education being provided and how school leaders are using their funding and catch-up funding to ensure the curriculum has a positive impact on all pupils.



Details of Catch Up Premium Usage 2020-21

Total Amount of Catch Up Premium Allocated: £113,360

Breakdown of how it is intended that the grant will be spent:

Activity	Timescale / Dates	Cost
8 additional English intervention classes for year 11 – 1 extra session per fortnight funded by additional staffing -FTE .16. From June intervention will then be reallocated to lower years	September to July 2021	£8,958
11 additional maths intervention classes for year 11 – 1 additional session per fortnight (FTE .22). From June intervention will then be reallocated to lower years	September to July 2021	£12,316
.3 FTE additional UPR 3 maths teacher employed from Christmas 2020 to provide maths intervention to targeted students in years 7-10)	January to July 2021	£10,728
.1FTE science teacher employed from Christmas to provide science intervention to targeted KS4 students	January to July	£3,684
Intervention sessions for targeted pupil premium students in maths (NB TLR for Pupil Premium Champion funded from disadvantaged funding). Catch up used for 4 x intervention sessions/planning per fortnight.	September to July 2021	£4,108
Establishment of the LINC – to provide an inclusive environment to provide additional academic and pastoral support for students particularly in years 7-10 who are struggling to integrate into mainstream provision. This is a manned provision run for 3 days a week with the appointment of an additional iLSA.	October to July 2021	£16,452
Appointment of a Student Mental Health Champion to help develop, plan and implement a Student Mental Health and Well-Being initiative which better supports all students at IGS. The grant has been spent on the TLR and additional intervention periods.	September to July 2021	£3,695
Top up for National Tutoring Programme for students in years 10 and 11	From February 2021 for 15 weeks	£5,000
Enhanced specialist intervention teaching by the Assistant Headteacher/ SENDCo for students in year 7 whose academic progress is well below national expectations. This additional time has been created by appointing a Deputy SENDCo.	September to July 2021	£9,333
Enhanced literacy and numeracy intervention delivered by a) specialist English and maths teachers	September to July 2021	£18,564

and b) the literacy and numeracy coordinators for a targeted small group of students in year 7		
Enhanced literacy and numeracy intervention delivered by a) specialist English and maths teachers and b) the literacy and numeracy coordinators for a targeted small group of students in year 8	September to July 2021	£20,638
Subsidised revision materials for students in year 11 (in addition to funding for disadvantaged students)	September to July 2021	£2,720
Improved access to technology for a small cohort of students – SIMS data cards and iPad loans	September to July 2021	£1,500
Small group 1:3 academic intervention sessions – October half term with specialist staff	October half-term	£3,200
	Total Cost	£120,880

Intended effect / outcomes that this expenditure will have on the educational attainment of pupils at the school and how this will be assessed:

Intended Outcomes:

Teaching and Whole School Strategies:

- Implementation of a vision for teacher development across the whole school that prioritises great teaching- great teaching leads to improved attainment (particularly for students from disadvantaged backgrounds who are disproportionately affected by school closures and who are most likely to benefit from great teaching). This is built on the strongest evidence base: a systematic review of the elements of great teaching
- Teachers have access to training and support to adjust to changes brought about by COVID-19- this is planned using the best available evidence on impactful strategies that are likely to improve the quality of teaching as all pupils return to school
- Impact is seen from advancements in evidence-informed practice from teachers who use research to make adoption decisions about the best available pedagogical strategies for improving attainment via classroom practice prior to wave 2 intervention or tuition programmes are installed
- Teachers' appraisal objectives are grounded in research and show the prioritisation of evidence-informed pedagogy- all teachers have a 'deliberate practice' target that will lead to intentional improvement in teacher practice in light of students' learning needs (quality first teaching)
- Classroom teachers use assessment information intelligently and their embedded formative assessment pedagogical strategies to inform their planning (responsive teaching)- subject-specific assessments and ongoing EFA classroom strategies identify particular areas where pupils have forgotten/ misunderstood key concepts so that new material being covered builds on secure foundations
- Leaders of Teaching and Learning/ Quality of Education to ensure all teachers are provided with the most current research on responsive teaching strategies for wave 1 intervention
- Access to technology- every child has access to an iPad, particularly in the event of blended learning
- Blended learning provision and protocol is established and training is provided to teachers to ensure continuous educational provision and to maintain a full, uncompromised curriculum

Targeted Support:

- Development of evidence-informed teachers who use research to make adoption decisions about the best available pedagogy on effective intervention (considering cost and likelihood of impact, as per EEF T&L Toolkit from Sutton Trust)
- An established, systematic approach to identifying students underachieving in English and Maths by Deputy Headteacher, 'Groups and Intervention' AHT and CLs- this is then reviewed regularly and impact is measured following intervention cycles
- CLs use of ongoing assessment information intelligently to identify students underachieving in English and Maths (e.g. diagnostic assessments, question level analysis approaches and data scrutiny)- Assessment is used to identify areas where pupils are likely to require additional support

- Curriculum Leaders use a tiered approach to intervention planning and use the best available research on effective and most cost-efficient intervention practice to have the most impact on attainment (e.g. EEF approaches from the T&L Toolkit)
- HoDs and Curriculum Leaders use assessment information intelligently to identify areas for curriculum enhancement/ responsive curriculum design prior to interventions and tuition so as to improve attainment for all students
- Chosen tuition partners and 'in house' intervention planning delivers high quality intervention to target academic support where needs are identified

Wider Strategies:

- Mental health and wellbeing: continue to raise the profile of positive mental health with students and staff alike through Wellbeing Champion and Mental Health I-leaders, as well as whole school training on mental health and wellbeing
- Careful use of language around academic performance is regularly promoted through whole school communications and CPD- e.g. avoiding language of 'triage' and examination expectations
- Teacher workload is an underpinning consideration in all areas of decision making, particularly in the leadership of teaching, learning, assessment and curriculum. Teachers are routinely supported to focus primarily on their classroom practices and stay connected to what their students' needs are. The use of research is important in considering teacher workload as it only promotes the use of the "best bets" of pedagogy to ensure efforts are focussed and are likely to have impact, rather than trying a wide range of strategies that may not lead to improved outcomes

How this will be monitored and assessed:

- Ongoing quality assurance- e.g. learning walks, work scrutiny and 'pupil pursuit' conversations following school data cycles
- Robust appraisal system- objectives are standardised to ensure best available evidence on 'quality first teaching' is being used in 'wave 1' teaching and 'wave 2' interventions (and leader 'actions' show a tiered approach to intervention is being adhered to)
- Systematically monitor impact of interventions and quality first teaching through student outcomes and data analysis (particularly for PP students and MPA males to ensure all students achieve in line with their peers) after each data point
- Decision-making on tuition partners is scrutinised and challenged to ensure partners are chosen based on their recognised impact and acclaim. Subsequently, ongoing impact is monitored through in- year assessment diagnostics and data analysis (particular attention is paid to the level of challenge of tuition programmes and the engagement of students accessing tuition)
- Equipment checks to take place every half term to ensure all students have access to IT provision in the event of remote/ blended learning
- Use of ClassCharts to monitor students' achievements, engagement and behaviour; use of CPOMS to monitor students' wellbeing and emergent patterns within year groups/ cohorts
- Monitoring via meeting agenda and minutes, such as Leadership Team, line management meetings, PrExL meetings and CLT agenda
- Quality assurance of strategy documentation per curriculum/ department area (improvement plans)- ensuring departments have a rigorous approach to QFT and intervention based on intelligent assessment practice (diagnostic assessment and question level analysis) and improvement areas for classroom impact
- Ongoing quality assurance of PrExL action plans to monitor impact of achievement leaders' impact
- Student voice following blended learning experiences

Senior Leaders responsible for oversight of this funding: Gemma Cloughton/Carly Purnell