The Ecclesbourne School – Covid 19 Catch-Up Premium and Curriculum Expectations 2020/21

1.Introduction;

The DfE has allocated £650 million to schools be spent on supporting students to catch-up. Whilst we can decide how the money is spent based on our individual needs, the Education Endowment Foundation (EEF) has published guidance on effective interventions that can be used.   The school will draw on this resource alongside our own analysis of current gaps to guide us as to how the money would be best utilised.   For pupils with more complex needs, we will use this funding to address their individual needs and put support plans in place. There is also an allocation of £350 million for a National Tutoring Programme, intended to deliver proven and successful tuition to the most disadvantaged and vulnerable young people

The Education Endowment Fund advocates a three tier approach to catch-up which we will draw down upon and will form the cornerstone of our implementations.

Tier 1- Teaching
• High-quality teaching for all
• Effective diagnostic assessment
• Supporting remote learning
• Focusing on professional development

Tier 2 -Targeted academic support
• High-quality one to one and small group tuition
• Teaching Assistants and targeted support
• Academic tutoring
• Planning for pupils with Special Educational Needs and Disabilities (SEND)

Tier 3 Wider strategies
• Supporting pupils' social, emotional and behavioural needs
• Planning carefully for adopting a Social and Emotional Learning curriculum
• Communicating with and supporting parents
 • Supporting parents with pupils of different ages
• Successful implementation in challenging times

2.Aims;

- The school will continue to offer a broad and balanced curriculum for Years 7 to 13. This maintains choice for further study and future careers.
- All pupils will receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.
- No student will be disadvantaged due to lack of resources or access to remote provision.
- To ensure, as much as is practically possible, that the school site remains a safe and healthy site for both staff and students.

3. Whole School Data and Funding

School	The Ecclesbourne School
Number of Students on Roll	1546
% of PP pupils	6.2%
Total Budget Allocated	£95,000
Spend Per Pupil	£61.44

4.Identified Barriers to Learning as of September 2020 (e.g. curriculum gaps/attendance/wellbeing etc)

4.1 Gaps in knowledge/skills as identified by individual Heads of Subject/Faculty and work produced during Lockdown
4.2 Readying the school for further home learning needs for example further national or local lockdowns or individual absences due to outbreaks in the school community.
4.3 Ensuring all students can access online learning at home
4.4 Ensuring our SEND students are making social, emotional and academic progress following the lockdown period
4.5 Understanding T&L strategies within the 'new normal' way of teaching
4.6 Gaps in 'careers and further education' advice and guidance
4.7 Understanding the ability of our new Year 7 intake without SATS scores
4.8 Wellbeing: Students adjusting to the new school routines and structures
4.9Wellbeing: Concerns around anxiety and safeguarding issues following the lockdown period
4.10 Ensuring parental engagement levels are maintained during the 'virtual meeting' era
4.11 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

5. Allocation of spending to overcome the barriers identified above;

Tier 1 – Teaching Strategies:

Year Groups	Actions	Intended Impact	Cost
7	(4.4) (4.7) CAT testing for all Year 7 students as a baseline assessment and then mapped against FFT data.	That staff can successfully judge the progress that students are making against expected progress. Action can then be taken where progress falls below expected To share this information will students and parents so they can support their child in meeting their target grades. SEND students will be identified through the CAT data and specifically the level of provision they may need.	**£2,000**
7-13	(4.10) (4.4), Interim reports were sent home in December of Year groups 7,8,9, and 12. Full reports were sent home for Years 10, 11 and 13.	Parents and students are fully aware of where students are in relation to where they should be. Students in Years 11 and 13 have had a full report and targets were set by staff per individual subject as to how to they could meet their projected grade.	**0**
8-13	(4.1) (4.2) All faculty and subject leaders did an audit of the knowledge and skills gaps per year group. This will then be collated into a whole school audit. Resources were then identified to support staff and students. This included online materials.	Gaps would be reduced on a subject, faculty and individual level. Student would become more confident in their learning and would have additional resources to help scaffold their learning. Many of these resources are on-line or virtual and could be used for home learning. For example, GCSE Pod and Seneca Learning.	**50,000**

7-13	(4.1) No students to miss learning time; 'Protect every lesson like it was their last' to avoid any further gaps in knowledge.	There is no substitute for being in front of the teacher as school closure has so clearly demonstrated.	**0**
11-13	(4.1) (4.5) Pace planning in all subject areas to ensure the lesson time remaining is sufficient to cover all syllabus content to be examined	Planning a lesson-by-lesson approach will ensure content is delivered in time while being able to assess along the way	**0**
10-13	(4.2) (4.3) All students in Years 10-13 have been given a school laptop with identified software uploaded onto them.	Students can still access resources and engage in live lessons for any absence due to COVID related issues. They can also complete work at home.	**Separate Budget**
7-9	(4.2) (4.3) Any student that has been identified as not having access to a home computer has been given a laptop and internet facility if needed.	Students can still access resources and engage in live lessons for any absence due to COVID related issues. They can also complete work at home.	**6,000**
11-13	(4.1) Ensure that all KS4 and 5 teachers are up-to-date with changes in the syllabuses through access to training opportunities	Staff are fully aware of changes to syllabuses and students are fully prepared for the exams.	**1,000**
7-13	(4.5) Purchase classroom visualisers for all classrooms to support the fact staff can no longer walk the classroom freely	These will support high quality T&L as they will enable staff to model from the front (staff cannot freely move around the classroom)	**£3,000**
7-13	(4.5) Purchase mini whiteboards and pens for all students in Years 7- 13	This action will enable staff to gauge the understanding of all students in the classroom, without having to walk around the classroom	**3,514**
7-13	(4.3) (4.10) Continue the tracking of home learning engagement to keep up the positive momentum that was created during lockdown	Home learning will improve the independence of our students as well as support progress when it comes to key assessment points	**0**

7-13	(4.5) Sharing of best practice which include a focus on curriculum, T&L, behaviour and pupil premium	This will lead to the most effective classroom practice being shared and student learning optimised.	0
7-13	Leaders to track and monitor catch up strategies closely looking at low effort – high impact successes and continually refining practice to ensure learning gaps are closed in the most effective and timely manner.	Quality teaching remains the single most effective strategy for closing learning gaps. A focus on curriculum sequencing and assessment data will help leaders target specific subject domain knowledge students are not yet secure in. A cycle of plan – do – review will also support leaders' understanding of effective catch up in the classroom	0
7-13	(4.1) (4.6) Staff are trying to replicate and model skills that students will need to continue with practical subjects. this is through video demonstrations, voiceover PowerPoints or online tutorials.	Although students cannot take part in practical activities in Years 7-9 staff are using a variety of other mediums to replicate as much as practically possible the learning experiences students would normally be able to engage in.	0
		Total Spending	**£65,514**

Tier 2 Targeted Strategies

Year Groups	Actions	Intended Impact	Cost
7-9	(4.1) (4.4) Small group tuition for students in Year 7-9 who require support in numeracy and literacy; one LSA or SEND teacher to lead on the delivery	The students who benefit from this small group work will make rapid progress in literacy and numeracy	**4,000**
11-13	(4.1) Deliver a full program of revision techniques during PDC sessions	Teaching revision techniques is a helpful way of preparing students for their mock and summer exam	0

11	(4.1) Students complete an English exam question per week and feedback is given before the next one.	Students are more confident and prepared in answering questions on unseen material and can improve their comprehension and vocabulary.	**0**
7-13	(4.1) (4.5) All maths students undertake diagnostic testing to identify gaps in knowledge or skills and individualised feedback.	Lessons can be adapted to address whole class misconceptions and students can improve their own learning based on individualised targets.	
11	(4.1) All Year 11 now have a study Plus period where they completed target work based on their individual gaps.	The gaps will be reduced through targeted intervention	**4,000**
12 and 13	(4.1) (4.8) Additional study space has been made around the school and especially in the Sixth Form Centre.	Improved engagement with their learning and ability to complete work with all necessary resources.	**Separate Budget**
7-9	(4.5) (4.7) Purchase additional library resources which are delivered to bubble bases as students are unable to access the library.	To help promote reading and comprehension skills and to reinforce the importance of books for improving learning.	**2,000**
7-13	(4.7) All PP students from Years 7 to 13 have a PP champion that they meet on a regular basis.	Individualised needs can be discussed and strategies can be put in place to support them.	**PP Budget**
		Total Spending	**£10,000**

Tier 3 Wider Strategies

Year Groups	Actions	Intended Impact	Cost
7-13	(4.8) (4.9) Incentivise improvements in attendance for students and parents. This can include shopping vouchers for meals and financial support for uniform.	This will encourage students to attend and parent cooperation with attendance and could lead to an improvement in attendance figures. Also if parents know they can get subsidized for uniform this will	**3,000**

		encourage attendance/positive start to school for our parents who have limited finance.	
7-13	(4.8) (4.9) The pastoral support worker has increased her working hours, we have also appointed three additional progress leaders.	Having additional pastoral time and staff will allow for more children to have access to specialist advice and guidance over their worries centred around post lock down routines and anxieties. This will have an overall impact on well-being which will lead to a more positive outlook in lessons and around school.	**7,000**
7-13	(4.2) Continued subscription of Show My Homework	Purchasing of SMHW app which is allowing parents and students to track set homework more effectively. This is leading to higher completion rates. Bespoke catch up homework is being set as part of the planned curriculum recovery.	**1,050**
10-13	(4.6) All Years from 10-13 to can have access to 1:1 independent careers advice.	This is essential advice and guidance that the school must offer to all students so they are thinking about what they will be doing next academic year and beyond	**2,500**
9,11	(4.6) School is to hold virtual option evenings for Years 9 and 11. This is to also happen for external students who wish to apply for Sixth Form.

This is followed up by at least one guidance meeting per student. | Students and parents will feel informed and confident during the options process which leads to the correct decisions being made in regard to next steps and career plans. | **0** |
| 10-13 | (4.6) Purchase of Unifrog a careers platform. | This is essential for students thinking about next steps, option choices and guidance. | **1,200** |

7-13	(4.9) Virtual assemblies to cover Safeguarding, RSE, British Values	Students still receive the key messages to support their wider needs in school and society at large.	**0**
7-13	(4.9) (4.11) A high presence of pastoral staff and SLT around during unstructured times of the day for example before and after school and lunchtime.	Students feel supported and can seek support if they are anxious around the new way of working	**0**
7-13	(4.9) Pastoral Leadership Meetings are held once a week to discuss individual student concerns and to put individual action plans together.	Students that have their pastoral needs met are more likely to excel in their academic studies.	**0**
7-13	(4.11) Clear bubbles have been created to create as safe as possible environment for students to learn in.	To reduce the number of students that are absent due to COVID related issues.	**5,000**
		Total Spending	**19750**