

## Coronavirus Catch-up Premium

**School:** Bottisham Village College

**Date:** 14 January 2021

### Purpose of the premium

The catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19). Consequently, the grant is only available for the 2020 to 2021 academic year.

### Use of 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 guidance on [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 (EEF) has published a [coronavirus \(COVID-19\) support guide for schools](#) with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way. This could include, for example:

- small group or one-to-one tuition (particularly through the National Tutoring Programme)
- summer programmes to help re-engage pupils or extra teaching capacity from September.

To support schools to implement their catch-up plans effectively, EEF has also published the [school planning guide: 2020 to 2021](#). This is to provide further guidance on how schools should implement catch-up strategies following their return in September and supporting case studies to highlight effective practice.

### Accountability and monitoring

As with all government funding, school leaders must be able to account for how this money is being used to achieve the central goal of schools getting back on track and teaching a normal curriculum as quickly as possible.

Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, governors and trustees should scrutinise schools' approaches to catch-up from September, 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.

Number of pupils in school	12000
Coronavirus premium allocation this academic year 2020/2021	£ 96,000

## Catch-up priorities for current academic year 2020/2021

At Bottisham Village College we intend to spend the Coronavirus catch-up premium in the following ways:

Measure	Activity	Tier: - T&L - Academic Intervention - Wider Approaches
<p><b>Priority 1</b> To reduce identified gaps in learning through a range of targeted interventions.</p>	<p>1:3 Academic interventions in core subjects for Year 11 provided through the NTP. Linked to the GCSE curriculum.</p> <p>HOFs and Class teachers to identify gaps in learning and then mitigate those gaps through responsive teaching.</p>	Academic Intervention
<p><b>Priority 2</b> Ensure that gaps in knowledge are identified and addressed</p>	<p>Pupil assessment to identify gaps in knowledge – Classroom assessments and base line GL assessment programmes. Data shared with HOFs class teachers.</p>	T&L
<p><b>Priority 3</b> Remote learning strategy to ensure all students have access to High Quality teaching</p>	<p>All staff to deliver high quality remote learning lesson Staff have access to ongoing CPD Teaching assistants to provide remote support Leaders to continue with robust QA processes</p>	T&L
<p><b>Priority 4</b> Technology – Ensure lack of technology is not a barrier to accessing remote learning</p> <p>Remove literacy barriers through technology</p>	<p>Provide laptops, internet access and ICT support where required. Key worker/ TA mentoring support to facilitate access to GC as required</p> <p>Purchase of reading pens for all lower attaining Year 11 students and a class pack for each faculty.</p>	Wider approach
<p><b>Priority 5</b> KS3 focus on literacy, numeracy and Oracy</p>	<p>Focused evidence based literacy and numeracy interventions to close gaps for those students who are working below their chronological ages.</p> <p>Catchup English and Maths, Rapid Read, Spellzone and Sounds Training Small group interventions delivered by HLTA's</p>	Academic intervention

	Language Links assessment and intervention programme	
<b>Priority 6</b> Increase engagement and resilience through pastoral support programmes	Bespoke after school pastoral / mentoring interventions to be offered to disengaged students.  Increased access to external counselling services additional drop in sessions available  Key worker mentoring for vulnerable students through lockdown periods.	Wider approach
<b>Priority 7</b> Raising aspirations through high quality targeted careers workshops	Workshops for all key stages, focusing on developing resilience, recognising key strengths and skills and raising awareness of opportunities.  Elevate study skills programme	Wider approach
Projected Spending	National tutoring Programme: Assessment Technology and Reading pens KS3 interventions and delivery Careers workshops Pastoral interventions Resources – Books and revision guides	£30,000 £ 5,000 £15,000 £25,000 £5000 £10000 £5,000

### Monitoring, implementation and evaluation

At Bottisham Village College we will assess the effect of this expenditure on the **educational attainment** of those pupils in the following ways:

Measure	Activity
Priority 1	Thorough analysis of assessment data. Looking at pre and post intervention data and transference of skills into classroom data.
Priority 2	Teacher and faculty feedback as to the benefits of more robust granular data.  Improvement in student attainment levels as interventions based on the assessment data have an impact.
Priority 3	Monitor for increasing and sustained student engagement levels  Quality assurance processes –lesson observations, feedback from senior leaders

	Student attainment data
Priority 4	<p>Access to technology: Monitor for increased engagement levels and access to GC</p> <p>Reading pens: Increased access to literary texts in lessons and tests and assessments, leading to an increase in attainment as measured by assessment data.</p>
Priority 5	Progress monitored through pre and post assessment data
Priority 6	<p>Improved attendance data</p> <p>Monitoring through whole school wellbeing screeners</p> <p>Pastoral interventions monitored by specific assessments such as SDQ's</p>
Priority 7	Student and parent feedback.