

HCC COVID catch-up premium report

COVID catch-up premium spending: summary

COLLEGE CONTEXT			
Total number of pupils (KS3&4)	694	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£55,520 (Autumn 2020 payment: £13,880)	% Pupil Premium Eligible Students:	

Covid 19 Catch-Up Premium and Curriculum DfE Expectations 2020/21

The DfE has allocated £650 million to be spent on ensuring all pupils have the chance to catch up and supporting schools to enable them to do so. Whilst headteachers will decide how the money is spent, the Education Endowment Foundation has published guidance on effective interventions to support schools. For pupils with complex needs, schools should spend this funding on catch-up support to address their individual needs. 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 DfE has also set out the following Curriculum Expectations, to ensure that all pupils – particularly disadvantaged, SEND and vulnerable pupils – are given the catch-up support needed to make substantial progress by the end of the academic year.

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. 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:

1 Teaching

- High-quality teaching for all
- Effective diagnostic assessment
- Supporting remote learning

- Focusing on professional development

2 Targeted academic support

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

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
- Ofsted will conduct interim visits to schools between 28 September and December 2020 and will discuss with school leaders how they are ensuring that pupils resume learning the school's curriculum, including contingency planning for the use of remote education and the use of catch-up funding.

STRATEGY STATEMENT

The Honiton Community College catch-up strategy has a holistic approach which includes all year groups and a broad range of subjects, given equal consideration. We have ensured that we have assessed the guidance offered to us and used official research to underpin decisions upon (refer to: [DfE's catch-up premium guidance](#), [EEF's COVID-19 support guide for schools](#))

Key areas for focus are the Recovery Curriculum, resourcing for the 'new normal' T&L environment, reducing the digital divide, targeted interventions for English and Mathematics, and wider support for vulnerable students.

The staff, at all levels, and students of Honiton Community College are fully committed to ensuring that the partial school closures have a minimal effect on the students learning and well-being. This strategy will make sure that every young person, no matter their age or where they live, gets the education, opportunities and outcomes they deserve, by investing our time and funding on measures proven to be effective, particularly for those who are most disadvantaged.

BARRIERS TO ACADEMIC ATTAINMENT

- B1: Literacy skills (reading ages are above national average in all year groups but tutor reading has not been taking place to the full extent since March 2020)
- B2: Gaps in curriculum as identified by each Head of Department
- B3: Readyng the school for further home learning needs (E.g. a second lockdown)
- B4: Ensuring all students can access online learning at home B5: Gaps in knowledge that have appeared between March and July 2020 (as identified through assessment in Term 1)
- B6: Ensuring our SEND students are making social, emotional and academic progress following the lockdown period
- B7: Understanding T&L strategies within the 'new normal' way of teaching
- B8: Gaps in 'careers and further education' advice and guidance
- B9: Understanding the ability of our new Year 7 intake without SATS scores
- B10: Maintaining a high attendance % for all students is a priority
- B11: Wellbeing: Students adjusting to the new school routines and structures
- B12: Wellbeing: Concerns around anxiety and safeguarding issues following the lockdown period
- B13: Ensuring parental engagement levels are maintained during the 'virtual meeting' era
- B14: 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

Planned expenditure for current academic year

Teaching and Whole-School Strategies				
Action	Intended Impact	Staff Lead	Cost	Review (When and update as required)
Numeracy assessments for Set 4&5 Mathematics groups	To support adaptations to the curriculum	SMN	£140	Teacher assessments and Data Collection Points
Yr 7 sets for Maths and English reviewed for HT2 following in-class teacher assessments	Ensure all students are accessing appropriate level learning	SMN	£0	Teacher assessments and Data Collection Points
DEAR re-launch using set books for Year 7&8 - supported by AR info and quizzing.	The book sets purchased will include BAME authors to ensure a diverse menu for tutor reading. Celebrate reading, male role models promoted Students are exposed to a greater number of words and challenging texts. The teacher ensures correct pronunciation and leads on the 30-minute daily reading programme. Students are developing a wider and more appropriate vocabulary range for subsequent use across the curriculum.	MJE	£1600	Termly <ul style="list-style-type: none"> ➤ Dec – books purchased and ready for distribution in Jan ➤ On hold until able to return to site
No students to miss learning time: Protect every lesson like it could be their last'	Avoid any further gaps in learning	RRO	£0	Easter
Period 6 intervention sessions student reward and recognition	Increase student engagement in the additional provision	MJE	£1000	Easter
ELT regular review of curriculum, medium- and short-term planning	Ensure QFT as the most effective strategy for closing the gap. Focus on curriculum, sequencing and assessment.	MJE	£0	Termly and as required <ul style="list-style-type: none"> ➤ Oct review of changes for catch-up ➤ Jan review of curriculum links
Teaching and Learning guidance updated to reflect current situation (ensure emphasis on pace, space, interleaving and retrieval practices)	T&L approaches that are sustainable in the case of blended learning increasing students' independence	MJE	£0	Termly <ul style="list-style-type: none"> ➤ Sept and Dec INSET sessions ➤ Jan and Feb updates adapted for Distance

				Learning
Minimize the digital divide – survey and then take action, prioritising exam year groups	Ensure students can access distance learning resources when at home (whether for homework, periods of self-isolation, or local lockdown events)	MJE	£0 – supported through separate DfE funding	Oct half term, Jan and Easter <ul style="list-style-type: none"> ➤ Nov - survey reviewed and DfE laptops distributed ➤ Jan – ongoing requests but all DfE laptops issued
Class Set of Laptops and headphones	More access to IT in lesson time – bookable across the curriculum, for quizzing, extraction groups and for us at breaks and lunches. Increase in student confidence with technology and to build on good practice established in the lockdown	JWR	£7000	Easter
Purchase Study guides as required	All students can easily access resources at home and teachers can use to support homework and distance learning	SMN	£2000	Termly <ul style="list-style-type: none"> ➤ Dec – department requests met
Visualisers in all classrooms	Minimize negative impact of teachers not being able to move around the room freely to give feedback or gather students for demos.	MJE	£2000	Dec <ul style="list-style-type: none"> ➤ Done by Nov
Ensure all KS4 teachers trained up on latest specs for their exam subjects (highlighted in appraisal reminders – HT2 and 3)	Safeguard against errors and absent staff can more easily be covered	MJE	CPD Budget	Termly <ul style="list-style-type: none"> ➤ Dec - all CPD requests met so far ➤ Feb – awaiting news from DfE
Best practice feedback sheets	Maintains wide sharing of best practice during period of Covid restrictions	MJE	£0	Termly <ul style="list-style-type: none"> ➤ Dec – in place
Purchase pens for mini-whiteboards for all students 7-11, mini-whiteboard and pens purchased for all 6 th Form	To support AfL strategies without having to walk around the classroom	MJE	£1500	Termly <ul style="list-style-type: none"> ➤ Dec – awaiting confirmation of need
Moderation of mock papers with other Schools in DTSA	Ensure accurate and consistent marking of year 11 papers (lead to appropriate and effective intervention and 'future proofing' in case of CAG's	SMN	CPD Budget	Termly <ul style="list-style-type: none"> ➤ Dec – HoDs attended all available

	being required)			network meetings so far
Ensure all subjects have secure platform/s if Distance Learning is required (internal and external – e.g. SharePoint and Kaboodle for French)	Students well supported and resourced for independent learning	MJE	£2000	Termly ➤ Dec – all department requests met
Class Charts roll-out to support setting of Distance Learning	Supports monitoring for quality/ consistency and completion across all subjects and all students (particular focus on vulnerable students' experience)	MJE	£0	Termly ➤ Dec – set-up and running smoothly

Targeted Strategies				
Action	Intended Impact	Staff Lead	Cost	Review (When and update as required)
DEAR extraction group in each year group to read together – book sets purchased	Students with LRA supported to improve their vocab and confidence to access full range of subjects	MJE/JHI	£0	Termly ➤ Dec – on hold until return to site
Yr 7 Literacy support – extracted from Languages for KS3 (2 years of Literacy and 1 year 'Skills Builder')	Students fully prepared to start the GCSE course through early and longer term support	JHI	£0	Easter
Year 7 Literacy support – Small group 6 week intervention	Short term intervention to boost RA so that can return to full curriculum	JHI	£0	Easter
Year 7 Maths and Numeracy – targeted curriculum	Rapid progress as measured against baseline assessment	SMN	£0	Easter
Thrive package	To support understanding of student needs, intervention design and monitoring impact for effectiveness	JHI	£7000	Easter
Health check to be carried out on department markbooks. This is to ensure that ongoing assessments are accurate.	SLT will quality-assure decisions for catch up tuition through conversations with HODs and cross referencing data.	SMN/ MJE	£0	Teacher assessments and Data Collection Points
Year 11 MyMaths subscription	Students learning and revision supported – increase engagement in revision process (monitor students accessing and data collection info.)	CBR	See previous	Easter
Year 11 students enrolled with MyTutor through the NTP – Pd 6 sessions	Rapid progress over 10 lessons when comparing baseline assessment at entry and final results	MJE	£2000	Easter
Intervention Teacher for targeted students across KS3-Post-16		MJE	£25,000	Easter

ADDITIONAL INFORMATION

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In this section we have used the following to support the actions and decisions above:

- Internal assessment and reporting (4Matrix analysis)
- Evidence from the EEF toolkit, Rapid Assessment and Promising Projects
- Results of staff and pupil consultation
- Analysis of attendance records
- Recent school Ofsted report
- Guidance from DfE ref Distance Learning Readiness and Case Study schools