

Bramcote College Covid 19 Catch-Up Premium and Curriculum 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

2 Targeted academic support

3 Wider strategies

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| Bramcote College Catch-up Premium Plan KS3 & KS4 (Strategies apply to post-16) | | Allocated funding (Catch-Up) | £37,600.00 |
| Number on roll (total) | 515 | Allocated funding (National Tutoring Programme) | Not known yet |
| % Pupil Premium eligible pupils | | Number in sixth form | 102 |

Issues identified from September 2020 as barriers to learning (e.g. curriculum gaps / literacy / attendance / wellbeing)

B1: Literacy & numeracy skills for some students - loss of fluency and accuracy

B2: Gaps in curriculum & Changes to GCES/post 16 qualifications as identified by each Head of Department - modified Curriculum Plans

B3: Preparing staff and students for potential future learning periods at home – for self-isolation/ groups sent home & further lock-down

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: Developing T&L strategies in a Covid-Secure classroom – explicit teaching and feedback

B8: Gaps in ‘careers and further education’ advice and guidance

B9: Understanding the ability of our new Year 7 intake without SATS scores - baseline assessments

B10: Concerns of accountability and how external exams will take place

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

Teaching and Whole School Strategies

- Quality First Teaching for all – build on existing CPD focus on the quality of teacher modelling and instruction and metacognition
- Microsoft Teams used as a platform – CPD focus for effective remote teaching, resources, assignments and h/w set
- On-line provision incorporates elements of effective teaching; clear explanations, scaffolding, practice and feedback
- Use of Knowledge organisers
- Frequent low-stakes testing to ensure all students, especially DA, experience success and celebrate acquisition of knowledge
- Effective assessment – rooted in classroom practice. Sequenced assessment and evidence of progress
- Use of Century Learning to support personalised learning for Maths and English
- Face-to- face teaching focuses on clear explanations, scaffolding, practice and feedback – use of visualisers to remove ‘physical’ barriers to teacher/student interactions
- Regular Curriculum time to support planning

| Year Group | Actions | Intended impact | Cost |
|------------|--|--|------|
| 7 8 9 | B1: Purchase Accelerated Reader tests for all students in Years 7-9 Baseline assessments in Maths to identify students needing additional maths and literacy interventions | These tests will enable us to track reading ages and highlight the positive impact our literacy strategy is having | £ |

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| 7 8 9 10 11 | B5: Baseline assessments for all students in all subjects. Assessments will concentrate on knowledge and skills that should have been grasped between March and July 2020 | Identify gaps in knowledge that have developed during lockdown. Use this information to inform intervention both in and out of the classroom | |
| 7 8 9 10 11 | B5: 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. | |
| 11 | B2: Revised curriculum planning in all subject areas to ensure the lesson time remaining is sufficient to cover all syllabus content to be examined - change of lesson length | Planning a lesson-by-lesson approach will ensure content is delivered in time while being able to assess along the way | |
| 10 11 | B5: Afterschool intervention & study lounge to be bespoke and open to all where there is a need. | After school intervention should plug gaps in subject knowledge and prepare students for their examinations | |
| 7 8 9 10 11 | B4: Ensure all students in all years have a computer and access to the internet at home - next step identify Years 7 and 8 need | This will allow students to access all online learning resources at home whether for homework, periods of self-isolation, or local lockdown events Currently all 9,10 & 11 DA have IT access due to school support – additional purchase of Chromebooks | £ |
| 11 | B2: Purchase 20 laptops/chromebooks for Year 11 in school revision and study lounge | This will mean more students have access to computers during their lessons; particularly supports subjects where computers are necessary (Business, Sport, HSC) | £ |

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| 10 11 | B5: HODS to suggest the purchase revision guides for all students in their subjects to ensure independent work can be completed at home - e.g. Science Practical Books | We will track home learning engagement stats in Years 10 and 11 to highlight the successful use of revision guides at home Improved attainment and progress scores between December and March mocks in Year 11 | £ |
| 10 11 | B2: Ensure that all KS4 teachers are trained up in their exam specification | This will safeguard against potential staff absence or indeed specification changes which means the curriculum is altered and there is a need for more expertise in different part of the spec | |
| 7 8 9 10 11 | B3 & B4: Microsoft Teams Ensure high quality CPD delivered to support staff with use of Teams and learning platforms. To make use of IT/Computing lessons to ensure that all students are familiar and confident with use of Teams | Ensure that staff feel confident in uploading resources and supporting remote learning | £ |
| 7 8 9 10 11 | B7: Purchase additional 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) | £ |
| 7 8 9 10 11 | B7: 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 | £ |

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| 7 8 9 10 11 | B5: Ensure that the new Century Learning platform is rolled out successfully and monitor the usage across year groups | The resources available within Century will allow for strong independent learning at home and thus improve pupil progress when it comes to key assessment points. Students have access to smart assignments, bespoke revision materials based on a work completion algorithm, and wrong answer analysis for all subject based exam revision. Staff and students will be able to identify learning gaps and set bespoke homework and revision that covers these gaps. Analysis of students' work then builds over time and interleaved practice and revision is created. | £ |
| 7 8 9 10 11 | B7: Focus on Rosenshine & use of Knowledge Organisers leading to all students knowing more and remembering more of the common curriculum being taught | Evidence-based strategies are supporting students' learning potential in knowing more and remembering more. The TLAC strategies in particular are allowing students' to maximise learning and retain key subject knowledge. | |
| 7 8 9 10 11 | B5: 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. QA focus on T&L | Quality first teaching remains the single most effective strategy for closing learning gaps. A focus on curriculum sequencing and RAG rating each curriculum subject area will help leaders target specific subject domain knowledge students are not yet secure in. | |

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| | Total Cost Allocated cost from catch up Grant |
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Targeted Strategies

- 1:1 and small group tuition linked to curriculum & focused on feedback and deliberate practice
- Vulnerable students not in school receive extra feedback to support learning
- Literacy and numeracy interventions for Year 7 and 8 – SENCO & Tas
- Forest School & counselling for targeted students
- KS4 study periods supported by core teachers
- Action Tutoring Programme for DA Year 11 in Maths and English
- Saturday School /holiday sessions
- Targeted academic mentoring support – in house
- NTP – possible?

| Year Group | Actions | Intended impact | Cost |
|------------|--|--|------|
| 7 & 8 | B6: Small group tuition for students in Year 7 & Year 8 who require support in numeracy and literacy; Maths TA and STA lead on the delivery | The students who benefit from this small group work will make rapid progress in literacy and numeracy as seen in the January NGRT tests and January ROA Cost: 1 day Maths TA/ 1 day Senior TA | £ |
| 7 & 8 | B6: Direct leadership time from the SENCO to coordinate the intervention program for Year 7 & Year 8 who require catch up | The students who benefit from this small group work will make rapid progress in literacy and numeracy Cost: 1/2 day SENCO | £ |

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| 7,8 & 9 | B6: Lexia software cost for SEND students | The students who benefit from this small group work will make rapid progress in literacy and numeracy | £ |
| 7,8, 9 & 10 | B6: Forest school provision to support social, emotional and academic needs of students | The students who benefit from this group will work with Forest School Leader to improve social skills and build emotional resilience. Cost: 1 day Forest School Leader | £ |
| 7,8, 9, 10 & 11 | B6: Football Mentoring provision to support social, emotional and academic needs of students | The students who benefit from this group will work with Football coach to improve social skills and build emotional resilience. | |
| 11 | B1 B6: Engage Action Tutoring – initially online provision | Action Tutoring - to focus on Maths up to Feb half term and then to move on to English if students need to 'swap', thus covering both - also plans are in place to provide this on line in school. Cost: AT | £ |
| 7 8 9 10 11 | B5 B6: Access the National Tutoring Program to ensure additional targeted support is put in place for all students | The students who benefit from the NTP will have their progress tracked at key assessment points such as mock exams and ROA | TBC - |
| 11 | B5: Deliver a full program of revision techniques during PSHE & study sessions. KS4 Study sessions are taught by core teachers to enable small group work and will also be covering independent study skills to give students the tools to work independently. | Teaching revision techniques is a helpful way of preparing students for their mock and summer exams. Cost: Additional 2 periods of study skills TT for 3 staff | |
| 9, 10 & 11 | B6 B10: Dyslexia interventions and use of e-pen reader – may consider Saturday Intervention with parents | Working with students to improve ability to access texts and complete exams successfully. Cost: 1 day TA | £ |

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| 11 | B5 B10 Saturday School for small group subject intervention and coursework catch up Jan – May Fortnightly 10 weeks (10:30 – 12:30) | Identified groups of students receive 2 hours targeted support by subject teachers. TBC Cost: Teacher time 2 hours x 5 teachers x 10 weeks | £ |
| 7,8,9, 10 & 11 | B1: Purchase Timetables Rock star & identify students for 3 x weekly practice in the hall. Ensure parental engagement. | TBC Cost: £95 | |
| Total Cost Allocated cost from catch up Grant | | | |

Wider Strategies

- Magic Breakfast for all
- Building connection with families
- Re-establishing behavioural and learning routines – rewards and recognition review
- Ensure our most vulnerable students have priority access to technology
- ‘cover supervisors’ to support teaching & academic coaching
- Tutor Programme/ PSHE supports ‘Be well’
- Regular and specific communication with parents/carers

| Year Group | Actions | Intended impact | Cost |
|---------------|--|---|------|
| 7,8,9,10 & 11 | B11: Magic Breakfast provision for 2 terms fully funded. Summer term not funded – look to continue this. Grant of £850 spent on freezer | Part of the ‘no child goes hungry’ campaign. This will have an overall impact on well-being which will lead to a more positive outlook in lessons and around school. Cost: Additional 1 hour staff in kitchen, cost of butter/spread, cost of ‘cool’ boxes | £ |

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| 7 8 9 10 11 | B3: Ensure that the home learning offer is updated and made available to all parents in the event of a student absence for self-isolation and/or local lockdown | The process of accessing online learning resources is evolving and is bespoke for each subject in all years. The use of Century Learning and Teams is key here | |
| 7 8 9 10 11 | B11 B12: Re-establishing behavioural and learning routines rewards and recognition review | | |
| 10 & 11 | B1, B4, B10: Use of Academic mentors to support mentoring conversations, home learning and class work * Currently assigned English Academic Mentor | AM to work with students 1:1 coaching conversations re: self-study, organisation and attitudes to learning, Improved resilience, positivity and outcomes. Cost: Funded through Teach First | £ |
| 11 | B8: Ensure all Year 11s benefit from a 1:1 careers interview | 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 Cost: External Careers cost | TBC |
| 7 8 9 10 11 | B13: A new system in place for parents' evenings in 2020/21 to ensure regular dialect between home and school regarding academic performance | To maintain communication between the school and the parents regarding academic performance | |
| 7 8 9 10 & 11 | B13: Continue with Parent Forum, ensure good and frequent communication, Help child Succeed Evening to be arranged, | This will support learning conversations at home which is proven to impact outcomes both academic and personal | |
| Total Cost Allocated cost from catch up Grant | | | |

| Summary Catch-up Grant allocation | |
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| Strategy | Cost |
| Teaching and whole school | |
| Targeted | |
| Wider | |
| Total | |
| Allocation | |

* See attached Finance Sheet