

COVID CATCH-UP FUNDING

Summary Report: November 2020

Amount Received:

£63,000 (this is inclusive of Universal Catch-Up Premium which is approximately £12,000 – This was previously allocated to children in Years 7 and 8 who had not reached 'Secondary School Ready' in their SATs)

Expenditure:

£9,000 GSCE POD.
 £2,000 GL Assessments
 £2,366 Summer School Payments
 £3,840 (estimate till Christmas) English 1-1 sessions from SO
 £8,910 Personal Tuition from Coach Bright (for 60 students with 15 sessions)

Total: £26,116

Accountability/Expectations:

Ofsted, Trustees and Governors are duty bound to hold us to account on how we plan to utilise these funds and how we are supporting children in addressing gaps and supporting their transition back into school. The EEF recognise that the role of accurate assessment is key, as is the provision of high quality feedback and support this as being most likely, the most effective approach. The EEF also recognises that everyday teaching practice must be well designed and implemented.

The EEF recommend use of a tiered approach to planning. They have provided the following check list;

Check Point	Where we are	Impact	Next Steps
Are we confident that we have identified a small number of implementation priorities that we think we can change/do?	We ran Summer School effectively	Children felt happy and safe to return	-
	We have run baseline assessments for all pupils	Staff knew gaps in learning	CLs continue to evaluate the suitability of programmes of study
	We amended the RTL structure to support the reintegration of students	Children received support if they struggled emotionally with the return	Continue to identify those needing emotional support and offer emotional logic.
	We are running small group interventions in SEND/Yr 11 Maths	Supporting more vulnerable students	This support will be extended in Jan 2021
		Parent information evenings and staff	

	<p>Introduction of GCSE pod</p> <p>We do not have whole class feedback mechanisms so that feedback occurs more often Self Assessment opportunities are too infrequent</p>	<p>training ensured understanding</p> <p>Students receive feedback too irregularly</p>	<p>Continue to select students with CLs and HoY</p> <p>Monitor the use of it weekly</p> <p>Training will be provided in INSET on how to make instructional teaching more effective and on whole class feedback systems</p>
How many new routines and habits do staff need to integrate into their work?	<p>Revised curriculum planning Revised feedback mechanisms Instructional teaching delivery Increased use of dual coding</p>	<p>Staff have to had to adapt teaching practice significantly, they have done this but are more tired as a result.</p>	<p>Training has been drip fed through weekly CPD. Lesson dips have been positive. Overall practice has improved.</p>
Are these changes feasible and sustainable?	<p>Whole class feedback will reduce staff workload long term Dual coding is an established element of mastery GCSE Pod needs effective introduction to be successful.</p>	<p>Presently, staff are still marking/questioning to give f/back – increasing workload There is now use of this. Understanding is enhanced</p> <p>Aiding student progress and independent work</p>	<p>Effective training and induction needed</p> <p>Continue to drip feed through CPD</p> <p>Continue to monitor useage</p>
Is there a clear and shared understanding of what's been implemented and how?	<p>Curriculum leaders have been involved at all stages and have disseminated to staff</p>	<p>Staff understand need for changes in teaching practice and need for further interventions</p>	<p>Staff now need further training to consolidate understanding of what effective instructional teaching looks like and how small group tuition will work</p>

<p>Are we able to respond to new challenges in the year EG. Drops in attendance?</p>	<p>Staff are confident and comfortable on zoom. Significant investment has occurred in IT to support remote learning. Virtual schooling operates and there is understanding of delivery for X coded students</p>	<p>This proved significant in our 2nd mini lockdown where a much larger no of lessons were live, resulting in lots of parental praise.</p> <p>Students who've not attended have continued to receive maths and English tuition. Those students X coded have received school work daily.</p>	<p>Work for X coded students needs more tracking. It has a habit of dropping off and feedback is minimal. There is also little support from tutors.</p>
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Programmes Selected:

The College signed up to the National Tutoring Programme in September. This provided access to approved organisations at a significantly reduced rate. This programme and funding is aimed at disadvantaged students only. The list of nominated providers went live in November. Of those that are available across the South West, I selected Coachbright.

Coachbright offer 1-2 and/or 1-3 online or in person tuition in KS3 and KS4 English, Maths and Science.

A 15 hour block of tuition will cost us £82.50 per student

They will work with a minimum of 20 students across Years 9 to 13 and all tutors are trained university students or recent trained graduates. They meet with their pupils for 60 minutes each week at the same time and delivery is crafted in line with the curriculum lead. I selected this group because of the rigour of their training programme for candidates. In addition, they collect attainment data before and after the programme to assess impact. They share information with the College weekly and produce an end of programme report.

They are utilised by both Ark and Ted Wragg and have been documented to add a 1/3 of a grade.

What about the remaining funding?

- We will continue to utilise Sarah Olsson as a tutor. She will offer additional support in English
- We will use the funds to pay Chris Gill and Ann Polhill (Supply Pool Staff) who will continue to offer 1-1 maths and English support
- We will use the funds to pay for the additional sessions of emotional logic to support more students with their emotional needs

- We will use the funds to pay for an external counsellor being sourced by Gemma Parker who will offer additional emotional support to students.