

# COVID catch-up premium report

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## COVID catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	1,221	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£97,680		

## STRATEGY STATEMENT

The national lockdown and considerable time away from formal schooling have created significant gaps in learning that Beauchamps High School is now addressing. This disproportionately impacts disadvantaged pupils, meaning they are likely to fall further behind their non-disadvantaged peers. Key issues are literacy (particularly vocabulary), oracy, self-regulation and motivation, relationships, SEMH and self-esteem, and the impact of family pressures on children's learning and wellbeing. This document identifies the barriers to achievement for all pupils caused by the impact of COVID-19 and the strategies implemented to overcome them. **Our goal is to negate the worst effects of school closures on all pupils, but disadvantaged pupils in particular.**

Our strategies are in line with recommendations in ["The EEF Guide to Supporting School Planning: A Tiered Approach 2020-21"](#), which recommends evidence-based approaches focusing on:

1. High quality teaching for all;
2. Targeted academic support; and
3. Wider strategies.

Our strategies are also being shaped by our own research and evaluation of the relative impact of different interventions within Beauchamps High School.

## Barriers to learning

### BARRIERS TO FUTURE ATTAINMENT

#### Academic barriers:

A	Transition of Face2Face Teaching to Hybrid then Online Curriculum
B	Engagement from students in online learning
C	Engagement in reading and development of vocabulary
D	Engagement in activities that support mental health decrease, whilst engagement in activities that hinder mental health increase
E	Gaps in knowledge develop in all subject areas
F	Lack of opportunities to develop soft skills and group work

### ADDITIONAL BARRIERS

#### External barriers:

G	Absence among disadvantaged pupils is greater than non-disadvantaged peers through the phased return and reopening period
H	Lack of appropriate information technology to support teaching and learning

## Planned expenditure for current academic year.

Quality of teaching for all					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Deliver training to staff to ensure that they can deliver quality teaching by remote learning	Full timetable offer is maintained for students working from home	It is essential that a full provision of education is maintained for all students so that gaps in learning are minimized for the time that students will return to school.	Delivered by staff with proven expertise in the areas they are leading	TKI	April 2021
Increased Parental Engagement	To help parents better understand TEAMS and engage in online learning	Parents need to feel part of the child's education and have a critical role in facilitating home learning, Engagement is the key to learning	Phone Calls to parents where students are not engaging to see how we can help Monitoring of student engagement in lessons	JBE/YLs	April 2021
Developing Opportunities to improve student engagement	Improve student engagement in online lessons	For students to learn, children need to be active, not doing more but thinking more, being challenged to be part of the lesson and demonstrate the learning	Monitoring of student engagement through the continuation of learning walks online	SLT	April 2021
High Quality Consolidation of Learning	Improvement of deep learning surrounding the identified building blocks for each curriculum area	To focus on areas of 'lost learning' to reinforce and develop or extended student learning. So there is less of a gap on return to face2face teaching	Continual online assessment to monitor the development of the students over time, with further summative assessments once face2face teaching is resumed	ALI	April 2021
Supporting a degree of flexibility for students in where and when they learn	Allow students to engage in lessons outside of normal school hours	Home Learning is a difficult prospect for many families, and they need to support to engage in learning when they are able	Monitor of school policy to publish online all materials online for every lesson and continue to monitor the engagement of students	SLT	April 2021
Total budgeted cost:					£18,000

Targeted support					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
EP assessments for targeted students	A detailed EP assessment will provide a detailed assessment of the learning needs and strategies of some of our most vulnerable students.	Previous use of detailed EP reports	Use of experienced EP and SENCO to oversee implementation of key recommendations	HCL	August 2021
Increase provision of Lexia programme and other initiatives to improve Literacy and vocabulary	More students in need will be able to access the programme from home during lockdown and more availability when students return to school	Lexia is a national programme with proven results in improving student's Literacy	Monitored by key staff trained in the provision of the programme	HCL/JCO/SPE	August 2021
Implementation of intervention weeks in school using additional education staff to deliver to targeted small groups of students	Departments will have identified those students who are most in need of additional tuition and these students will catch up with their peers.	Previous successes in the school of using tutors from twenty twenty learning. Outcomes for students from sessions delivered by this company have been very positive in the last 3 years.	School staff will also attend the sessions so that quality assurance can be undertaken. Impact measured for those students who attend the sessions	LSY	August 2021
Employment for graduates to work with small groups and individual students within a department	By providing additional tuition to targeted students they will catch up with their peers	Proven success of small group and 1 to 1 tuition both at a school and a national level	Graduates based within department s and under the guidance of experienced Subject Leaders	SLT	August 2021

Provision of summer school/holiday provision/weekend provision	Students who attend these sessions will have been identified as being most behind their peers and through attendance at these sessions will catch up with their peers	Key intervention identified by EEF raising not only academic attainment but also the potential to benefit emotional well-being	Using known school staff and established tuition delivery partner (twenty twenty)	DWI/LSY	August 2021
Total budgeted cost:					£30,000
<b>Other approaches</b>					
<b>Action</b>	<b>Intended outcome and success criteria</b>	<b>What's the evidence and rationale for this choice?</b>	<b>How will you make sure it's implemented well?</b>	<b>Staff lead</b>	<b>When will you review this?</b>
Provision of laptops to all staff	All staff can deliver a full curriculum from their home environment.	Students need to maintain a school routine and to be able to access the best possible remote learning.	Surveys of staff, review of parent and student feedback, through school QA process	SLT/IT Team	August 2021
Provision of laptops and other equipment to students who are working from home	All students can access the full provision of remote learning being delivered by the school	Students need to maintain a school routine and to be able to access the best possible remote learning.	Tracking of attendance to lessons and engagement	SLT/IT Team	August 2021
Develop a tracking system that can monitor attendance to remote learning by all students	Data can be analysed and actions taken. Attendance to remote learning will increase	Students need to maintain a school routine and to be able to access the best possible remote learning.	Tracking of attendance to lessons and engagement	JBE	August 2021
Total budgeted cost:					£50,000

## ADDITIONAL INFORMATION

As the situation with Covid continues to change throughout the year the above plan will need to be reviewed and adjusted and some interventions may not be possible while others may become more important depending on the amount of time spent between in school and remote learning.

Decisions above have been based on:

Reviews of previous successful strategies that have worked for students at Beauchamps High School

Listening to the views and needs of all stakeholders

The need to ensure that all students wherever they are learning can experience a full time quality education

[Covid-19 support guide for schools.pdf \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk/Covid-19-support-guide-for-schools.pdf)

[Catch up premium - GOV.UK \(www.gov.uk\)](https://www.gov.uk/catch-up-premium)