

COVID Catch UP Premium Report

Use of COVID-19 Catch Up Funding 2020-21

“Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest-hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.

We know that we have the professional knowledge and expertise in the education system to ensure that children and young people recover and get back on track. Returning to normal educational routines as quickly as possible will be critical to our national recovery, and the government intends for schools and colleges to fully open in September. The government has announced £1 billion of funding to support children and young people to catch up. This includes a one-off universal £650 million catch-up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time.”

Department for Education website, 2020

At the Hayling College, we welcome the additional funding to support pupils in catching up their missed education in the 2019-20 academic year. The school has taken a bespoke approach to the use of this funding, based upon educational research and best practice recommended by the Education Endowment Foundation (EEF). This specific approach is detailed in the report.

Guidance

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11.

As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.

Use of Funds (DfE Guidance)

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.

EEF Recommendations

Teaching and whole school strategies

- Supporting great teaching
- Pupil assessment and feedback
- Supporting remote learning

Targeted approaches

- One to one and small group tuition
- Intervention programmes
- Planning for pupils with Special Educational Needs and Disabilities (SEND)

Wider strategies

- Supporting pupils' social, emotional, and behavioral needs
- Supporting parent and carers
- Access to technology

COVID catch-up premium spending: summary

SUMMARY INFORMATION

Total number of pupils:

557

Amount of catch-up premium received per pupil:

£80

Total catch-up premium budget: 20/21	£26,000	Total catch-up premium budget: 21/22	£18,560
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STRATEGY STATEMENT

At the Hayling College, when deciding how to allocate and spend our money we have considered our pupils and what strategies have worked in the past. We have also used the government recommended, 'COVID-19 Support Guide for Schools' published by the Education Endowment Foundation (EEF) to identify the best strategies, based on long term research, that will enable us to achieve the most positive outcomes.

The overall aims of our catch-up premium strategy:

- o To raise the attainment of all pupils to close the gap created by COVID-19 school closures
- o To reduce the attainment gap between disadvantaged pupils and their peers

BARRIERS TO FUTURE ATTAINMENT

A	Gaps in curriculum as identified by the staff at the Hayling College. Gaps in knowledge and skills that have appeared between March and July 2020 (as identified through assessment in Term 1)
B	Ensuring our SEND and Disadvantaged pupils are making social, emotional and academic progress following the lockdown period.
C	Wellbeing: Concerns around anxiety and safeguarding issues following the lockdown period. Pupils adjusting to the new school routines and structures.

ADDITIONAL BARRIERS

D	Readying the school for further home learning needs (E.g., a second lockdown). Ensuring all students can access online learning at home.
E	Ensuring parental engagement levels are maintained during periods of lockdown via 'virtual meetings, email and phone calls
F	Maintaining a high attendance % for all students is a priority

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?
Access to ICT IT Support- Hardware (DfE)	Provide laptops/4G routers to enable all students to access remote learning.	Ensuring all pupils are able to access remote learning. Distribution of Government Laptop Scheme DfE's catch-up premium guidance	Audit families identify ICT needs. Laptops set up and assigned to students. Agreement signed and kept by both parties.	SLT + IT	On a weekly basis to meet the needs of all pupils
IT support - THC	To enable all students and staff to access and facilitate Remote learning	DFE guidance for Remote Teaching and Learning in using these platforms. Google Classroom platform used routinely by staff and pupils at home throughout Pandemic.	Staff laptops purchased, set up and assigned to staff. Agreement signed and kept by both parties. Key worker and Vulnerable classrooms equipped with extra ICT - including headphones and microphones	SLT + IT	On a weekly basis to meet the needs of all pupils
Development of Google Classroom, Google Meets and Microsoft Teams	Google classroom Pupils can access Remote Learning Google Meet Pupils can access Live Consultations Microsoft Team All THC staff - Remote communication	DFE guidance for Remote Learning in using these platforms. Google Classroom platform used routinely by pupils at home throughout Pandemic.	Training of Staff Routinely. (virtually and Staff Portal) Sharing of good practice by staff via daily virtual staff briefing. Sharing of platform routinely with pupils during Lessons onsite Sept 2020 onwards. Quality Assurance of Departments to ensure consistency of use and development of Technology to encourage engagement of pupils with Google classroom platforms Communication with parents about use of google classroom and google meet.	SLT + ALL College Staff	Ongoing Routinely

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?
Target Tutoring One to One or small group for Core subjects RL- English RP- Science RT- Maths	Targeted pupils provided High Quality One to One or small group tuition from subject specialists. Specific Google Classroom work set and feedback given. Virtual Meetings weekly with identified pupils.	EEF Guide – Evidence indicated targeted high quality one to one or small group powerful tool for supporting pupils.	Monitor Pupil Progress and engagement Department meetings review progress Line Management Feedback from pupils and parents	Head of Core Subjects Assistant Headteacher	Half termly
Increased Senso Usage (Cost of additional computers being looked at)	Pupils are safe online within the College. Any infringements are dealt with quickly and supportively. Incidents decrease over time.	With increasing time spent online due to remote learning, pupils may be tempted to search for inappropriate material. They are also potentially subject to greater online abuse, grooming, cyber-bullying, radicalisation. Therefore, all College computers need to be monitored by SENSO and all staff overseeing pupils in College need to be alerted to incidents for greater awareness and swift reaction.	DSL and Designated Online Safeguarding Lead are sent weekly SENSO reports. Incidents and responses will be monitored by these staff.	DSL	Ongoing
Total budgeted cost:					£41,637

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?
Specific Curriculum Needs	To ensure all subjects can help and equip students to ensure no gaps in skills or knowledge	Pastoral/Subject Tracker- each tutor/teacher identified students that may require additional resources e.g Revision guides, Paper, Pens, Overlays etc.	Use of tracker Conversations with Pupils and Parents	SLT + all staff	Ongoing and regularly
Careers Advice	<u>Leavers 2021</u> To identify and support Leavers 2021 in achieving a college or apprenticeship place for September 2021. <u>Leavers 2022 + 3</u> Federation collaborative online resources to develop knowledge of opportunities post 16	To Engage Pupils and Parents in Post 16 Destination. To Give all Leavers 2021 every opportunity in a clear pathway to their next stage of Education and Training.	Hampshire Independent Careers adviser (phone call and virtual google meet) Career interviews. Tutor support/ Identification of support with pupils. Google classroom to advertise information about Colleges and apprenticeships.	KM + Staff	Routinely ongoing
School Cloud-Parents Evening	All parents/families have access to regular contact and support via an online virtual meeting platform.	EFF Guide for supporting school planning - Can new or existing technologies sustain a manageable and meaningful plan to communicate with and support parents? Identified need to implement an online virtual meeting platform.	Feedback from Parents and Pupils Feedback from Staff Review of Parent evening software usage data	IM + all teaching staff	Reviewed weekly
PARS-Options Online	<u>Leavers 2024</u> Introduce enhanced software.	Increased Parent confidence in enabling their child to complete options process.	Launch with parents via email instructions. Year 8 Pastoral meetings. (virtually) Year 8 Options evening appointments (virtually)	KM + All staff	April/ May 2021

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?
Support pupils/families who are experiencing anxiety over school attendance due to Covid.	Pupil College attendance 95% + to ensure academic progress and monitor safety and welfare, unless eligible for non-attendance due to Covid. Current (September 2020) whole school attendance 94.12%	DFE Guidance & EEF guidance highlight importance of school attendance on pupil progress/attainment.	Daily attendance data analysed and absence actioned. Weekly line management meetings with Attendance and Welfare officers. Advice sought from LICO as necessary.	Assistant Headteacher	Weekly
INSET- Training to de-escalate heightened students	Increased staff confidence in strategies to de-escalate pupils with heightened emotion. Pupils who may be struggling are responded to supportively, and able to rejoin learning environment quickly.	During the pandemic pupils have faced increasing mental health difficulties, domestic violence, fear and anxiety. There's a higher likelihood of some struggling to regulate their emotions in a school environment. Therefore, staff need to help de-escalate heightened emotions in a supportive and empathetic way.	Staff training by The Key based on extensive research. Reflective practice following incidents through line management	DSL	Ongoing
ELSA training	Pupils in need of support with Emotional Literacy have expert help. Increased availability of ELSA hours to support more pupils.	The pandemic has increased pupils' anxiety and emotional dysregulation. Lack of social engagement has led to lack of progress in communication skills, having a sense of perception, maturity. ELSAs can be targeted to support those pupils most at risk of these difficulties.	Up to date online training taking place. Line management with experienced school counselors. Over time case studies of pupils who have received support can be analysed.	School Councilor	ELSAs currently receiving training - course end and ongoing reviews.
Total budgeted cost:					£2160

Other approaches					
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?
Home Visits and deliveries	Pupils engaged in learning and communication with College. Pupils receive FSM vouchers as appropriate (?)	'Face to face' meetings more likely to prevent disengagement. Some families unable to collect paper copies of work, laptops, vouchers so home deliveries to ensure parity. Evidenced via online learning progress and meeting notes on CPOMs	Risk assessment carried out. Two members of staff each time. Decision to make home visits to specific pupils discussed with DSL	DSL	Every two weeks
'Hard' Resources	Pupils engaged in learning and communication with College.	Some pupils, despite having IT capability, prefer paper copies or textbooks, and in some subjects the circulation of these 'hard' resources are necessary- such as Art folders and supplies	Parents and pupils contact tutor or subject teachers. Resources stored at reception. Staff alert parents when collection is available. Office facilitate copies.	ALL + Admin	Ongoing as required
Total budgeted cost:					£500