

HIGHLANDS UNIVERSAL CATCH-UP FUNDING STRATEGY & POST-16 CATCH UP

2020-2021



Highlands Catch Up Premium Strategy for 2020-2021

During the Covid-19 pandemic, the Department for Education announced: “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 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.”

The strategy below outlines the proposed method of spending for the school’s allocation of the universal catch-up fund, referring to the Education Endowment Fund’s ‘Covid-19 Support Guide for Schools’, which was designed to help teachers and school leaders support their pupils effectively. It summarises support strategies that school leaders may consider including as part of their response to the pandemic. The EEF guide breaks down the different recommended strategies into three key areas:

- Teaching and whole-school strategies
- Targeted approaches
- Wider strategies

In developing our school’s strategies, we have followed this categorisation also.

Teaching and Whole-School Strategies

Details of the Intervention:

Targeted strategic pastoral plan which allocates additional support (counselling, mentoring etc) for those students with identified wellbeing and learning needs

Rationale

“Setting aside time to enable teachers to assess pupils’ wellbeing and learning needs is likely to make it easier for teachers and other school staff to provide effective support.” – EEF, Covid-19 Guide for Schools

Costs Incurred Estimated £4000	Dates	Lead Responsibility M.Philips	Monitoring and Evaluation
Impact	.		

Teaching and Whole-School Strategies

Details of the Intervention

Student Assessment: New Lexia reading tests for all year 7,8 and 9 students so that this information can be used to target in lesson support and targeted Lexia intervention

Rationale

“Standardised assessments in literacy or numeracy might be used to identify pupils who would benefit from additional catch-up support.” – EEF, Covid-19 Guide for Schools

Costs Incurred	Dates	Lead Responsibility	Monitoring and Evaluation
£617.40	November 2020	M.Lloyd	
Impact	.		

Teaching and Whole-School Strategies

Details of the Intervention

Mini whiteboards issued to all students to aid effective tracking of progress during lessons through accurate and regular assessment

Rationale

“Providing pupils with high-quality feedback, building on accurate assessment, is likely to be a particularly promising approach.

Costs Incurred £1936.63	Dates March 2021	Lead Responsibility M.Lloyd	Monitoring and Evaluation
Impact	.		

Targeted Support

Details of the Intervention

Easter revision school and after school intervention delivered to targeted group of students in final examination years over a six week period

Rationale

“There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy

Costs Incurred £3,240	Dates April 2020	Lead Responsibility M. Philips/ M.Lloyd	Monitoring and Evaluation
Impact			

Wider Strategies

Details of the Intervention

Mental health training for key members of pastoral staff which will then be disseminated across all staff

Rationale

Setting aside time to enable teachers to assess pupils' wellbeing and learning needs is likely to make it easier for teachers and other school staff to provide effective support." – EEF, Covid-19 Guide for Schools

Costs Incurred Estimated £5000	Dates	Lead Responsibilities M.Philips	Monitoring and Evaluation
Impact			

Wider Strategies

Details of the Intervention

Access to Technology: Purchase of laptops for students who do not have access at home to increase their engagement in remote learning at home.

Rationale

“Some schools might find it helpful to invest in additional technology, either by providing pupils with devices or improving the facilities available in school.”

Costs Incurred Estimated £5,000	Dates	Lead Responsibility K. Tuton	Monitoring and Evaluation
Impact	To enable full use of Google workspace including google classroom Monitoring and tracking the deployment of chromebooks		

Current Allocation:

Suggested Spend:

Post 16 Catch Up Funding

The DfE announced that “the 16 to 19 tuition fund is £96 million of one-off funding for the 2020 to 2021 academic year only. It is ring fenced funding for schools, colleges and all other 16 to 19 providers to mitigate the disruption to learning arising from coronavirus (COVID-19). The funding is being provided to support small group tuition for 16 to 19 students in maths, and other courses where learning has been disrupted. Providers should prioritise support for students who have not achieved a grade 4 in English and/or maths.

Teaching and Whole-School Strategies			
Details of the Intervention			
Purchase of online journal stores- Massolit and Britannica to support high quality sixth form lesson delivery			
Rationale			
“Providing pupils with high-quality feedback, building on accurate assessment, is likely to be a particularly promising approach.			
Costs Incurred	Dates	Lead Responsibility	Monitoring and Evaluation
£1000	May 2021	M.Lloyd	

Impact	
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Targeted Support			
<p>Details of the Intervention</p> <p>Small group and one-to-one tuition: Recruitment of one academic mentor from January 2021 to support with additional intervention in STEM subjects and delivery of GCSE Maths re-take courses.</p> <p>Rationale</p> <p>“There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy” – EEF Guide on Covid-19</p>			
Costs Incurred £16, 620	Dates	Lead Responsibility M.LLoyd	Monitoring and Evaluation

Impact	.
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Targeted Support			
<p>Details of the Intervention</p> <p>Easter revision school for targeted sixth form students</p> <p>Rationale</p> <p>“There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy” – EEF Guide on Covid-19</p>			
Costs Incurred	Dates	Lead Responsibility	Monitoring and Evaluation
£2610		M.Lloyd	
Impact	.		

Allocated: funds:

Received in Oct 2020 - £24,300

Received in Mar 2021 - £33,290

Awaiting (expected Summer Term 2021)

Yet to receive - £41,130

Suggested spend:

MLL: £23,414

MPH: £9000

KTU: 20,000