

Covid Catch Up Funding 2020-21

In June 2020 the government announced £1 billion of funding to support children and young people to catch up lost time after school closures. This is especially important for the most vulnerable and disadvantaged backgrounds.

Funding allocations

School allocations were calculated on a per pupil basis - with Mainstream schools receiving £80 for each pupil in, using the pupil headcount from the October 2020 census. Therefore, Trafalgar School was allocated a total of **£63,160** based on 789.5 students, which it received in termly increments. As this school is rapidly growing size, there was a shortfall of around £5,720 in comparison to numbers on roll when the money was received.

Using catch-up funding

The DfE specified that schools must use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the curriculum expectations for the next academic year and for schools during the coronavirus outbreak. Whilst schools could use their funding in a way that suits their cohort and circumstances, they were expected to use this funding for specific activities which will help pupils catch up on missed education. To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) published a coronavirus (COVID-19) support guide for schools with evidence-based approaches to catch up for all students, which Trafalgar School reviewed in line with making spending decisions.

Accountability: school leaders and governors

School leaders must be able to show they have used the funding to resume teaching a normal curriculum as quickly as possible following partial or full school closures. Governors and trustees should scrutinise schools' approaches to catch-up from September 2020, including their plans for and use of catch-up funding. This should include consideration of whether schools were spending this funding in line with their catch-up priorities, and ensuring appropriate transparency for parents.

Curriculum Expectations

The DfE also set out the following expectations, to ensure that all pupils – particularly disadvantaged, SEND and vulnerable pupils – receive 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

The DfE asked 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.

Further information: <https://www.gov.uk/government/publications/catch-up-premium-coronavirus-covid-19/catch-up-premium>

Identified Focus Areas for Trafalgar School

Using the EEF coronavirus support guide for schools, the following focus areas were identified:

- Support for great teaching: upskilling digital literacy, curriculum planning, additional mentoring and support
- Pupil assessment and feedback: subject specific and standardised assessment tools
- Intervention programmes: literacy, behavioural / social / emotional, GCSE subject specific
- Access to technology: new technology, site suitability, training

Costs and Rationale:

| Teaching | Objective | Cost |
|--|--|-------|
| GL Exact Assessment | To ensure all students are tested using a standardised assessment, allowing key literacy needs and priorities to be identified. | £2500 |
| Maths Access Tests | To enable subject specific assessment, allowing key catch-up topics / skills to be identified for re-teaching. | £500 |
| MFL Active Teach and Teach Vid | To support the digital curriculum in MFL with online resources and audio tracks, improving learning for students. | £450 |
| Curriculum Planning and Digital Training | To ensure all staff receive appropriate training and time to enhance their digital curriculum offer | £1000 |
| Scientific Equipment | To support the Science 'catch up' curriculum for KS3 students to ensure they can be taught key concepts at key points of the year. | £4000 |

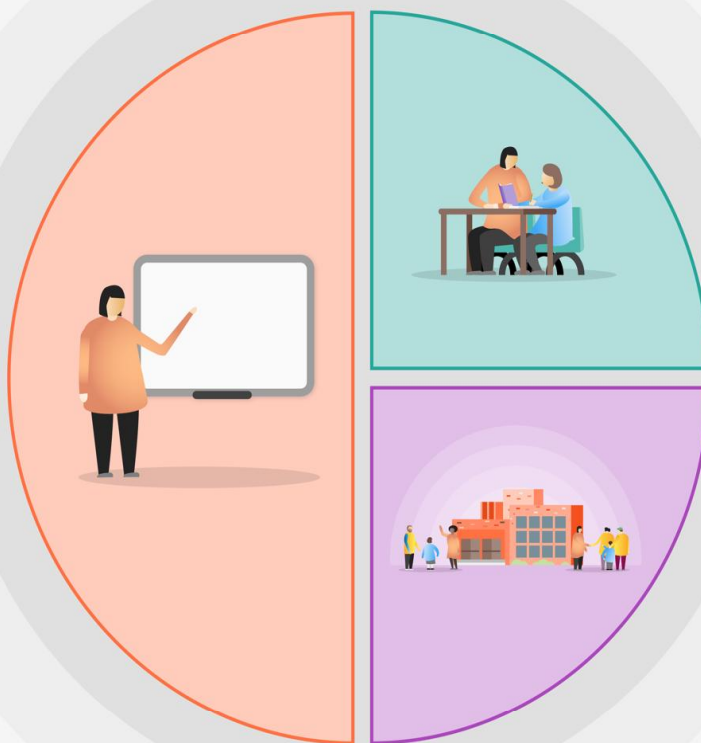
| Targeted Academic Support | Objective | Cost |
|---|---|-------|
| Lexia Power Up Literacy | To offer targeted support for literacy needs and increase our digital learning platform for blended learning opportunities. | £5000 |
| Specialist Language Development Coordinator – one year contract | To target and support identified students with literacy and language catch up intervention | £5000 |

| Wider Strategies | Objective | Cost |
|---|--|------|
| Behavioural / Social / Emotional Support – ongoing staff training | To adopt a whole school restorative practice approach and promote 'behaviour for living' | £500 |

| | | |
|-------------------------------|--|---------|
| Access to Technology | To ensure the school site and facilities are able to support the new digital curriculum and learning drive | £13,000 |
| Educational Software Licenses | To ensure that educational software to enhance digital learning is available to all | £32,200 |

1 Teaching

- Curriculum intent is clear and implemented in line with the whole school vision – focussing on blended learning, e-learning opportunities and cross curricula foci.
- Metacognition is at the core of all subject curriculum planning to accelerate progress
- Quality First Teaching is supported by collaborative CPD for teachers and support staff.
- A broad and engaging curriculum is maintained
- Whole school literacy policy ensures students read with confidence and that gaps in pupil's skills are addressed quickly
- Whole school assessment approach to literacy
- Department feedback policies are implemented consistently, to ensure high quality teacher feedback and student response is leading to rapid progress – including opportunities on Google Classroom.
- Memory retention approach to AfL in lessons, focussing on prior learning



2 Targeted academic support

- Strategic and focussed literacy interventions
- All students to have access to literacy support and Lexia on chromebooks
- Deployment of Cover Supervisors to support key Year 11 students
- Strategic Year 11 subject and progress review

3 Wider strategies

- Investment into site to ensure digital curriculum can be delivered – internet, wifi, webcams, etc
- Chromebook ICTAC strategy
- Whole school restorative practice approach
- Appointment of Specialist Language Development Coordinator for one year post to target students who have a decreased literacy score following lockdown
- Appointment of addition Cover Supervisor to limit transmission and support students

Evaluation of Impact:

Academic Curriculum : Despite lockdowns, the curriculum offer remained broad, balanced and personalised. Trafalgar School saw an increase in range of subjects offered via the options process, with all KS4 students continuing to access their full subject offer. In line with government expectations to increase the uptake of the EBacc, 64% of Year 9 students have a curriculum which allows this pathway in Year 10.

Digital Curriculum: The chromebook scheme and digital curriculum was introduced in summer 2020, as a result, approximately 80% of students at Trafalgar School have signed up to the scheme. The chromebook equity scheme has ensured affordability for all families, including those in receipt of the pupil premium.

- All classrooms have Chromebooks allocated to them to ensure equity of use across the school
- Technology is used across the school to as part of intervention and to personalise student support
- CPD has supported all staff to integrate technology into their daily classroom practice

Remote education has progressed significantly with the use of Google Classroom and Google Meet, which are now embedded methods of working remotely.

- Live lessons ran successfully across all year groups during lockdowns and a blended approach supported students who were self-isolating, minimising progress gaps
- Provision of loaned Chromebooks and dongles ensured all students had equity of access to remote education
- Curriculum Leaders scenario planning ensured remote learning focused on key skills and knowledge and led to good progress across year groups

Attendance Tracking: Absence rates at Trafalgar School were broadly in line with local secondary schools in 2020-21 and lower than the national figures released during the pandemic – showing more students were accessing at Trafalgar School, than the national average. The improving PA figure is reflective of the good procedures in place to tackle persistent absence from school, despite the lockdown periods.

Progress Tracking:

Highlight: *main lockdown periods impacting grades*

| Percentage On / Above | Year 11 | Year 10 | Year 9 | Year 8 | Year 7 |
|-----------------------|-----------|-----------|-----------|-----------|--------|
| 2020 Term 1 | 64% | 59% | 69% | 70% | NA |
| 2020 Term 2 | 61% (Jan) | 55% (Mar) | 67% (Feb) | 72% (Mar) | NA |
| 2020 Term 3 | 54% | 45% | - | - | NA |
| 2021 Term 1 | 52% | 50% | 62% | 69% | 71% |
| 2021 Term 2 | 59% | 49% | 62% | 66% | 70% |
| 2021 Term 3 | 60% | 53% | 66% | 69% | 73% |

Most year groups show a dip in progress following the first lockdown period, however the second lockdown appears to have impacted less – possibly due to the increased standard of remote and digital education being delivered. What is promising is the increased progress being made in the last term, showing that the recovery curriculum and teaching is having an impact on grades and so should now lead to a positive trajectory. In addition to this, Lexia intervention is showing a positive impact with improved scores for word study and comprehension.