COVID-19 catch-up premium report

Energy Coast UTC:

Energy Coast UTC catch-up strategy has a holistic approach which includes all year groups and a broad range of subjects, all with equal importance. We have ensured that we have assessed the guidance offered to us thoroughly and have engaged with official research regarding the effectiveness of strategies from the **Education Endowment Foundation[1]** to underpin all decisions upon. The staff, at all levels, and pupils of Energy Coast UTC are fully committed to ensuring that the partial school closures have a minimal effect on the students learning and well-being. The priority is unquestionably the students. This strategy will ensure that every young person, no matter their age or where they live, gets the education, opportunities and outcomes they deserve, by investing our time and funding on measures proven to be effective, particularly for those who are most disadvantaged. We will endeavor to facilitate personalised learning opportunities for our students; to identify, intervene and overcome any gaps which they have in terms of knowledge to mitigate the effects of the unique disruption caused by coronavirus.

Covid-19 Catch-Up Premium and Curriculum Expectations 2020/2021

The DfE has allocated £650 million to be spent on ensuring all pupils have the chance to catch up and supporting schools to enable them to do so. Whilst headteachers will decide how the money is spent, the Eductaion Endowment Foundation has published **guidance on the effective interventions to support schools[2]**. For students with complex needs, schools should spend this funding on the catch up support to address their individual needs. There is also an allocation of £350 million for a **National Tutoring Programme[3]**, intended to deliver proven and successful tuition to the most disadvantaged and vulnerable young people.

The DfE has aslo set out the following Curriculum Expectations, to ensure that all pupils- particularly disadvantaged, SEND and vulnerable students- are given the catch up support needed to make substantial progress by the end of the academic year.

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[1] Covid-19 support guide for schools | Education Endowment Foundation | EEF
[2] https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme/covid-19-support-guide-for-schools/
[3] National Tutoring Programme | Education Endowment Foundation | EEF

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. This aligns with the Energy Coast UTC ethos and 'Employability Skills', preparing students for their future pathways following on from KS4 and KS5.

The curriculum remains broad and ambitious

All students continue to be taught a wide range of subjects, maintaining their choices for further study and employment. Projects involving external agencies- in curriculum time such as 'Enrichment' or 'Employer Project'- will continue to be delivered, ensuring that students continue to gain a wealth of knowlegde from a range of providers in addition to their academic subjects.

Remote Education

DfE asks that schools meet the following key expectations:

1. Teach an ambitious and broad curriculum in all subjects from the start of the sutumn term, but make use of exisiting 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 informaed 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.

Schools should set out how they will allocate the additional funding to support curriculum recovery this academic year. The EEF suggest a 3-tiered approach:

1. Teaching	2. Targeted academic support	3. Wider Strategies
✓ High-quality teaching for all ✓ Effective diagnostic assessment and feedback ✓ Focusing on professional develpoment	✓ High-quality one to one and small group tuition ✓ Academic tutoring/ Intervention Programmes ✓ Plannig for pupils with Special Educational Needs and Disabilities (SEND)	✓ Supporting pupils' social, emotional and behavioural needs ✓ Communicating with and supporting parents ✓ Access to technology

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	201	Amount of catch-up premium received per pupil:	£80.00
Total catch-up premium budget:	£16,080		

	AREAS OF FOCUS- CATCH UP PRIORITIES	DESIRED OUTCOME AND HOW IT WILL BE MEASURED	SUCCESS CRITERIA
1.	Ensuring that any gaps in knowledge as a result of school closures are eliminated by our catch-up strategies.	Students have no relative gaps in knowledge when considering the national curriculum content due to partial school closures.	All students show an improvement on their original diagnostic score to close the gap created by covid school closures. The attainment gap between disadvantaged and their peers will also be reduced from the initial diagnostic assessment.
2.	Ensuring that the school adopts a thorough process to identify students who require catch up and facilitates appropriate interventions.	The school implements a robust identification process through the use of diagnostic testing (inclusive of GL Assessment) in addition to the ongoing assessment procedures. This is to ensure those students in need of catch up are identified early and supported according. Departments use a combination of quantitative and qualitative data to determine which students require immediate and subsequent catch up.	All departments successfully create and administer suitable diagnostic tests which enable the school to identify students requiring catch up and in which subject areas/topics. Departmental CPD to ensure that all staff are quality assured in line with exam board standards to ensure a robustness of data to inform appropriate interventions.
3.	Ensuring that students have positive levels of well-being and are confident they can achieve, despite the period of partial school closure.	Students feel confident in attending school as they want to ensure they achieve. In addition, students have good levels of well-being.	Attendance to school exceeds 96% (non-covid related). Appropriate planned interventions will be in place for subject based learning as well as pastoral support.

Barriers to learning:

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	Literacy skills with a particular focus upon reading across the curriculum.
B	Gaps in the curriculum as identified by each Head of Department as a result of prior lockdown(s).
C	Ensuring our SEND students are making social, emotional and academic progress following the lockdown period.
D	Classroom pedagogy: delivery of whole staff CPD to ensure everyone has a secure knowledge of the Teaching and Learning strategies within the new normal way of teaching.
E	Engagement with external agencies with regard to employer engagement, careers, work experience, further education advice and SMSC performances
External barriers: (issues which require an action outside school such as home learning environment and low attendance)	
F	Maintaining and continuing to improve a high attendance % for all students.
G	Student wellbeing: adjusting to new routines, responding to concerns around anxiety and safeguarding issues following the lockdown period.
H	Ensuring parental engagement levels are maintained during the 'virtual meeting' era.
I	Student technology/devices at home to access online learning in a potential future lockdown.

Planned expenditure for current academic year

Quality of teaching for all:					
Strategy Area	Specific Action	Intended Impact	Evaluation	Staff lead	Cost
Teaching B- Gaps in the curriculum as identified by each Head of Department as a result of prior lockdown(s).	Development of frequent low stakes testing across all curriculum areas to improve pupil assessment and feedback. To improve knowledge of gaps and celebrate student progress.	Regular engagement with student progress and data collection to identify gaps and inform future targeted student intervention which are personalised at each point in their learning journey.		HoDs	-
Teaching B- Gaps in the curriculum as identified by each Head of Department as a result of prior lockdown(s).	Use of 'mock' exams with key cohorts of students to establish key gaps in student knowledge following lockdown so that the curriculum can be adapted to respond to their personalised learning needs.	Clear gaps in knowledge identified by each classroom teacher, and HoD, so as to adapt the curriculum to meet the needs of all students and close the knowledge gap which had developed as a result of the previous lockdown(s). Data will also be used to support the identification of key cohorts for additional targeted intervention (NTP or in-house)		Classroom teachers HoDs	-
Teaching D- Classroom pedagogy: delivery of whole staff CPD to ensure everyone has a secure knowledge of the Teaching and Learning strategies within the new normal way of teaching.	Re-introduction of whole staff CPD in targeted groups to share current best practice, drawing upon the 'WalkThrus' process and embedding within lessons. Lessons to be QA'd to monitor the quality of LTA across all curriculum areas.	Improved quality of LTA to respond to the changing needs of the 'new normal' in education. This should impact upon student progress and close the gap further so that students 'missed' learning as a result of lockdown(s) is reduced and aligns more with the intended curriculum.		KAW	-
				Total budgeted cost:	£0
Targeted support:					

Strategy Area	Specific Action	Intended Impact	Evaluation	Staff lead	Cost
Targeted Academic Support. Staff costs for intervention sessions (£4,500) and TA mentoring (£2,000)	Small group tuition for Year 11 and 13 targeted students across all curriculum areas throughout the remainder of the academic year- twilight sessions and withdrawal. Additional curriculum time in Science for Year 12 resit.	Across all curriculum areas knowledge gaps will be identified and interventions will be tailored to the personalised learning needs of the students to accelerated progress regardless of the impact of lockdown. Students who are targeted to attend will have at least 90% engagement and HoDs to follow up with parents where this is not the case.		HoD KAW	£6,500
Targeted Academic Support. Additional tutoring for targeted intervention groups in class and online (NTP)	Small group tuition for students across all year groups targeted in English, maths and science. Students will be tutored using the NTP in small groups of 3 in addition to their timetabled lessons.	The identified gaps in school and through diagnostic testing on the NTP will ensure that student knowledge gaps are closed, meaning that the progress of some of our most disadvantaged students will become more in-line with their peers.		KAW	£3,900
SEND Support. C – Ensuring our SEND students are making social, emotional and academic progress following lockdown.	SEND students to access one-to-one weekly mentoring with SEND Co. to support their return to school, identify any new needs on their learning passport and share this information with whole staff to support LTA of SEND students.	SEND students are making social, emotional and academic progress following on from lockdown, building independence and resilience through coaching style meetings with the SEND co. to remove any barriers to learning as a result of lockdown.		EMJ KAW	-
Student counselling and support from learning mentors G- Student wellbeing: adjusting to new routines, responding to concerns around anxiety…following the lockdown period.	Students across all year groups to have access to one-to-one sessions with our school counsellor or in-house learning mentors to remove any potential barriers to learning such as anxiety and routines following on from lockdown. Emotional and wellbeing support provided.	Students will feel empowered following sessions and build emotional resilience with regard to their learning and futures. Students who access this will have improved confidence, self-esteem, target setting and career planning to support them with their return to school, to ensure that all students can achieve their full potential.		RDP	- (from another budget)
				Total budgeted cost:	£10,400

Wider Strategies:

Strategy Area	Specific Action	Intended Impact	Evaluation	Staff lead	Cost
Accelerated Reader for Year 9/10 students. A – Literacy skills with a particular focus upon reading across the curriculum.	Implementation of Accelerated Reader STAR test assessment to establish accurate student reading ages. This will inform targeted reading intervention with our Year 9/10 cohort. Nurture and develop a love of reading across the curriculum in form time and across all subject areas- students should be reading and quizzing on a range of books in line with their identified ZPD.	Students will move towards their chronological reading ages and will then be able to access a larger proportion of the entire curriculum; ultimately making progress towards their full potential. Targeted reading interventions will support student progress. Repeated STAR tests will demonstrate improved reading ages (also reflected in their GL Assessments). Students will have a love of reading and quiz on a wide range of books showing progress towards their chronological reading age.		KAW SEJ HKR SB	£1,700
Implementation of Sparx maths for KS4 student and those on the resit pathway. B- Gaps in the curriculum as identified by…Head of Department as a result of prior lockdown(s). I - Student technology/devices at home to access online learning in a potential future lockdown.	Implementation of Sparx maths for KS4 students and those on the resit pathway to utilise in remote learning, for targeted homework tasks in line with current performance and to challenge all students to make progress onto the next grade. This should be implemented across all GCSE classes and utilised by the maths department to target clear gaps in student knowledge to support all to make progress.	All KS4 students, and those on the resit pathway, should have weekly homework set via Sparx- using the artificial intelligence to challenge all students to progress towards their target grade. All students should make progress by working on the personalised and targeted homework tasks so as to ensure that all students close the gap created as a result of lockdown, and so that our most disadvantaged students can use the platform to consequently accelerate progress to be more in line with their peers.		KAW CJS	£1,250
Revision Materials provided for all pupil premium students.	KAW/DM to identify which courses all of our Year 11 students are on and order the appropriate CGP revision guides to support independent revision at home.	All students, regardless of whether they are identified as disadvantaged, will have access to revision guides appropriate to their courses to empower all to revise independently and achieve their full potential.		KAW DM CW	£1,000

Chelsea's Choice Performance E – engagement with external agencies with regard to employer engagement, careers, work experience, further education advice and SMSC performances	RDP to source a streamed performance of 'Chelsea's Choice'. Previously this performance has been funded by CCC and excellently explores a range of SMSC topics such as domestic abuse, race, teenage pregnancy…which students in the past have gained a wealth of knowledge and understanding from.	All students in KS4 and KS5 will watch the streamed performance of 'Chelsea's Choice' and be educated in a range of key SMSC areas which are crucial for their personal development as young adults. This will help develop students who are not only self-aware but who can also recognise these areas at home/in later life for their personal development.		RDP	£600
Online 'remote' Parents Evening H – Ensuring parental engagement levels are maintained during the 'virtual meeting' era.	DW to source an online 'remote' parents evening platform to ensure that communication with parents about student progress is of the utmost importance throughout the pandemic.	Communication between teacher(s) and parents/carers is maintained throughout the course of the academic year to support student progress and identify the key areas for students to work on to achieve their full potential.		DW	£400
Device loan scheme. I - Student technology/devices at home to access online learning in a potential future lockdown.	Provide laptop and wireless connection devices for all students, particularly disadvantaged students and those identified as being vulnerable. Contact and communication with all parents to establish access to devices at home and identify those in most need.	All students will have the necessary equipment to access remote learning opportunities during periods of isolation. This will ensure that all students are supported to make progress and that their education is not impacted upon as a result of the pandemic.		TH KL	-

Gaps in careers and further education advice for students. E – engagement with external agencies with regard to employer engagement, careers, work experience, further education advice and SMSC performances	SJR to coordinate remote employer engagement and work experience projects with a range of school links within and outside of the engineering sector. Students should continue to have interviews with INSPIRA relating to future pathways, careers and higher education. SJR to source other employability related opportunities- particularly for KS5 students.	Students across KS4 and KS5 will have access to high-quality employer projects at KS5 regardless of the challenges faced by covid-19. Students across all Year 10 and 12 will be able to gain an insight into the world of work through a range of 'work experiences' both within and outside of the engineering sector to ensure that all students are able to explore a variety of future pathways, alongside their INSPIRA interviews. Student aspirations will be raised and all will have a clear understanding of their future pathway.		SJR	£730
Attendance tracking. F – Maintaining and continuing to improve a high attendance % for all students.	Rigorous tracking of student attendance- particularly those who have persistent absence (PA)- to intervene at the earliest opportunity to ensure that all students have access to in-class education.	Improved attendance % for all students on their return to school- particularly those in the identified key cohorts. Increased and improved attendance will contribute towards improved academic attainment for those students.		RDP CDG	-
				Total budgeted cost:	£5,680

ADDITIONAL INFORMATION

We have based our decisions on where to direct the Covid Premium funding on the following key findings.

1) Embedding opportunities for instant knowledge recall strategies, instantaneous feedback and integration of metacognition throughout all curriculum areas to provide staff with opportunities for timely AfL and a rich knowledge base of student current attainment and next steps to progress.

2) Students at Energy Coast UTC respond well to small group intervention groups; historically, this has been offered to a small identified cohort in some subject areas, but the additional funding facilitates the opportunity to deliver this initiative to a wider cohort and range of students. This will enable gap filling and free classroom time to stretch and challenge, improving the ambition and knowledge of our students.

3) Difficulties with technology coverage for our students reflect the levels of deprivation in the geographical area. In the previous lockdown(s) laptops and iPad devices (along with dongles to provide the internet to those disadvantaged students who did not have access in their home) were loaned to students to support remote online learning and ensure that all can access the provision with ease.