

COVID-19 catch up premium strategy: September 2020



Introduction

The catch-up premium is a one-off payment equivalent to £80 per student given to schools in three tranches over the course of the 2020-21 academic year 'to ensure that schools have the support they need to help all pupils make up for lost teaching time'. Details on the scheme are here:

<https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium>

Some salient points in regards to the scheme are as follows:

- Schools have the flexibility to spend their funding in the best way for their cohort and circumstances, but,
- Schools should use this funding for specific activities to support their students to catch up for lost teaching over the previous months, in line with relevant curriculum expectation guidance, which in turn makes clear the following:
 - Education is not optional; all students should receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.
 - The curriculum at schools should remain broad and ambitious.
 - Schools should aim to return to their normal curriculum in all subjects by summer term 2021.
 - Schools should 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.
 - Schools should develop remote education so that it is integrated into school curriculum planning, ensure this is high-quality and safe, and aligns as closely as possible with in-school provision.
- School leaders will be accountable for how the money is used to 'achieve [the] central goal of schools getting back on track and teaching a normal curriculum as quickly as possible.' Governors and trustees should scrutinise schools' approaches. This should include consideration of whether schools are spending this funding in line with their catch-up priorities, and ensuring appropriate transparency for parents. Ofsted will ask about catch up funding during the non-graded Autumn visits and when routine inspections restart (planned at present for January 2021).
- This funding should be part of wider efforts to ensure that all students make progress through the curriculum this academic year, including Pupil Premium funding.

Emmanuel's College's approach to catch up: an ambitious curriculum for all delivered by subject experts who know their students

The College is committed to a coherent curriculum that is designed ultimately to lead all students towards wisdom.

All students should be enabled, through the curriculum, to:

- Acquire knowledge and skills for a purpose and gain a solid understanding of the world in which they will live.
- Cultivate a strong character and the intellectual discipline to discern truth and apply their knowledge correctly.

Therefore, the College is committed, for all students, to:

- An ambitious, knowledge-rich curriculum that allows all students to acquire and apply knowledge and expertise, with a clear *intent* shared between staff and students;
- A straightforward *delivery* of said curriculum, prioritising expert teacher instruction and student retrieval and practice in the classroom and via homework, and exemplary teacher feedback as well as,

- The expert use of valid assessments that accurately gauge students' progress through the curriculum and serve the purpose for which they were created.

The College is committed to the above every academic year, *regardless of any pandemic*, believing that providing this broad and deep curriculum is intrinsic to what it means to be an ambitious school of character. The College is equally committed to ensuring the effective professional delivery of this curriculum by highly qualified experts in their subject who *know* the students they teach and are *accountable* via a rigorous, effective and clear line management structure for their outcomes.

In the academic year 2020-21, this expert delivery might need to be provided remotely and the pace of teaching might need to be more rapid to enable a completion of all the necessary curriculum, but the principles remain the same.

Achieving an ambitious curriculum for all: 2020-21:

It should be emphasised that first and foremost in any drive to achieve an ambitious curriculum, and central to the College's approach and philosophy, is recruiting and retaining the very best teachers.

Other approaches include:

1.) IT provision

The College is purchasing laptops for all Year 10 and 11 students so they can work remotely if necessary, and access all aspects of the College's remote learning provision. Year 11 laptops arrived in August 2020 and Year 10 laptops arrived in January 2021. Sixth Form students who do not have access to a laptop will also be provided with one and the College is working with partners across the trust on an ambitious strategy to ensure that all KS3 students have IT provision provided if needed.

This is building on our efforts during lockdown. During lockdown, the College identified 25 Pupil Premium students who did not have access to any IT resource within the home, and six of these students also had no access to Wi-Fi. Laptops were purchased for 25 students and 4G routers for those with no Wi-Fi access. Laptops have been purchased for all teaching staff as well. Whilst the initial reason for this was COVID related, it enables more effective student catch-up as well. Staff can record lessons live, and interact with students remotely, including using their laptop camera for Sixth Form dialogue, far more easily and flexibly when staff were tied to desktop computers, which they had to share between staff. For the first time, there is a means by which all teachers can access College resource and provide online guidance for students from home.

2.) Exemplary remote learning

The College is investing heavily in a remote learning platform, ITSlearning. Teachers honed their skills on the platform during lockdown, and this is being built upon to ensure continuation and parity of learning for students isolating at home. Our approach to remote provision includes:

- Exploring interactive parent messaging within the platform as a means of more efficient communication about necessary student support and celebrating success. This would build on the successful use of student messaging.
- A focus on remote *instruction, practice* and *feedback*, reinforced by appropriate curriculum resource. This can take many forms, but includes:
 - Staff who are working from home placing short instructional videos online to complement the PPTs. and other teaching resource that is already there.
 - Innovative assignments and integrated retrieval practice that can embed deep learning.
 - Every sixth form lesson 'Zoomed' live to all Sixth Form students who are self-isolating. This is organised via Its Learning. The College is exploring expanding this to Year 11 and 10 lessons as well when students receive laptops.
- A place in which curricula resource, including knowledge organisers and curriculum maps, can demonstrate to students and parents the next step in their learning journey.

3.) Exemplary evidence based staff development in catch-up and the curriculum

The College is committed to investing in a bespoke staff development programme this year, as detailed in the College's Staff Development policies. There is a three-week cycle of staff development (whole College, PLCs, and departmental), complemented by mid-week bespoke seminars by experts within the College and specific tailored training for groups of staff, such as Heads of Department. Some of this is done in conjunction with schools across the Trust and external organisations, such as EBE. The College is also committed to providing all teachers with funds to personally invest in literature and training that enable and sustain their own personal professional development. A key focus here will be 'catch-up' and 'closing the gap' for students who have fallen behind their peers.

4.) A focus on the curriculum within departments and across the College and on meaningful feedback and assessments

All curriculum leaders in departments are meeting with senior staff in the Autumn term to examine their curriculum documentation, and in particular their departmental *intent* and *implementation*, in relation to all students making progress. Questions about bespoke 'catch-up' strategies are asked, recorded and then followed up during Curriculum and Learning Review 'deep dives' later in the year. Alongside this, the College has launched two new initiatives for departments to lead and tailor that will help them gauge 'catch-up needs':

- A new approach to 'feedback', emphasising recent research on efficient and effective means of ascertaining student 'gaps' in knowledge and enabling students' response so they improve. Two relevant papers were released to staff in September 2020 with suggestions of how to move this forward, along with a new policy position from *Excellence in the Curriculum*. This will be followed up by specific whole College training.
- A new approach to assessments. The Lead Practitioner and Assessment Lead in College are working on a series of papers to engage Heads of Department in the process of creating and evaluating *valid* summative assessments that serve the purpose for which they were created, both in terms of content and in how they are marked and results compared across a cohort.

5.) 'Catch-up assessments' leading to department driven academic intervention

In view of this, in the Autumn term, every department will be conducting 'catch-up' assessments for all year groups, with a particular focus on KS3, who lacked any formal assessments last year. These assessments will be done in class, will be a minimum of 40 marks each and will be based on work covered this term and the previous academic year. Parents will be given guidance of the timeframes and how to revise with their children. These papers will drive personalised intervention for students within departments. This will consist of adapted planning for certain sets and after College intervention amongst other measures. The Upper and Lower School teams are working on strategies at present to enable students to work after College with support in a COVID secure way.

It will be emphasised to Heads of Department that the students who need the academic intervention to 'catch-up' will be across sets and abilities. Assessments will need to be able to gauge and demonstrate this and look beyond higher ability students' 'greater knowledge and better exam technique to ascertain genuine gaps in their knowledge.

6.) GL Assessments

Along with other schools in the Trust, Emmanuel has purchased the full suite of GL assessments (CATs, maths, science, English, reading, spelling). As well as enabling comparisons and analysis of Year 7 student ability and attainment across the Trust, it will provide further data to enable effective setting and intervention for 'catch-up' purposes.

7.) Whole College literacy strategy

The appointment of a whole College literacy lead has ensured a new focus on this aspect of the curriculum, especially in view of concerns that students during lockdown were not reading. The literacy lead is working extensively with disadvantaged students in lower school (see Pupil Premium Policy), which is part of the catch up strategy overall. A whole College approach is also underway. Specific whole College literacy training and insets, using outside experts where appropriate, is planned. This will be accompanied by every

department conducting a literacy audit, which will lead to bespoke support, consultancy and intervention, led by the literacy lead.

8.) Specialist intervention and tuition

Some students will need extra support to 'catch-up', and more specialist provision that what has been outlined thus far. The College is exploring how to action this in a way that is both evidence based and impactful and does not compromise the 'vision' outlined in the summary above. This specialist 'catch-up' could consist of the following, which would be funded and researched appropriately:

- 'Catch-up' champions in each department who can lead research and intervention, including one to one support, for students who need extra support. This could include 'tuition' in certain key subject areas where students have fallen behind due to a lack of learning in lockdown. These are likely to be staff appointed as 'Curriculum Leads', leading curriculum intent and delivery in each subject area.
- Liaising with Student Support to ensure pastoral and academic support as appropriate from the LSAs and Student Support Officers, who can deliver more extended support for students in a COVID secure way throughout the College day.
- A fully funded Alternative Provision (AP) that provides a rigorous academic curriculum for those students who are unable to cope in mainstream provision; many of these students are likely to be those who were unable to access learning during lockdown in view of a lack of IT access or because of challenging circumstances outside College. An AP provides an opportunity for a fresh start out of the confines of a conventional school environment, which might not enable these students to thrive, so that they make exemplary progress through the curriculum and in time are able to be re-integrated back into mainstream school.

In the academic year 2020-21, Emmanuel College is forecast to receive **£92,080** in Catch Up Funding. The planned spend in respect of this funding to enable student 'catch-up' and curriculum progress is as follows:

Spending priority	Cost (£)
ITSLearning contract	11000
Zoom Licenses for staff	2338
Professional Development funding targeted towards 'catch-up'	3369 (staff time) 9600 (development resource)
IT provision for Year 10 and 11 students	30000 (laptops)
Strategic literacy development	3786 (TLR and staff time)
Specialist intervention and tuition within departments	15167 ('catch-up/curriculum' TLRs across departments)
GL Assessment for Year 7	7546
Support towards the development of an AP	10446 (percentage of set-up)
<i>Teaching staff laptop purchase</i>	<i>75000</i>
Total (excluding staff laptop purchase)	93252

The catch-up premium spend is linked closely with the Pupil Premium policy. The *2020-21 Pupil Premium Policy* and *2020-21 Planned Spend and 2019-20 Review* has been approved by Emmanuel's LGB and is on the College website.