

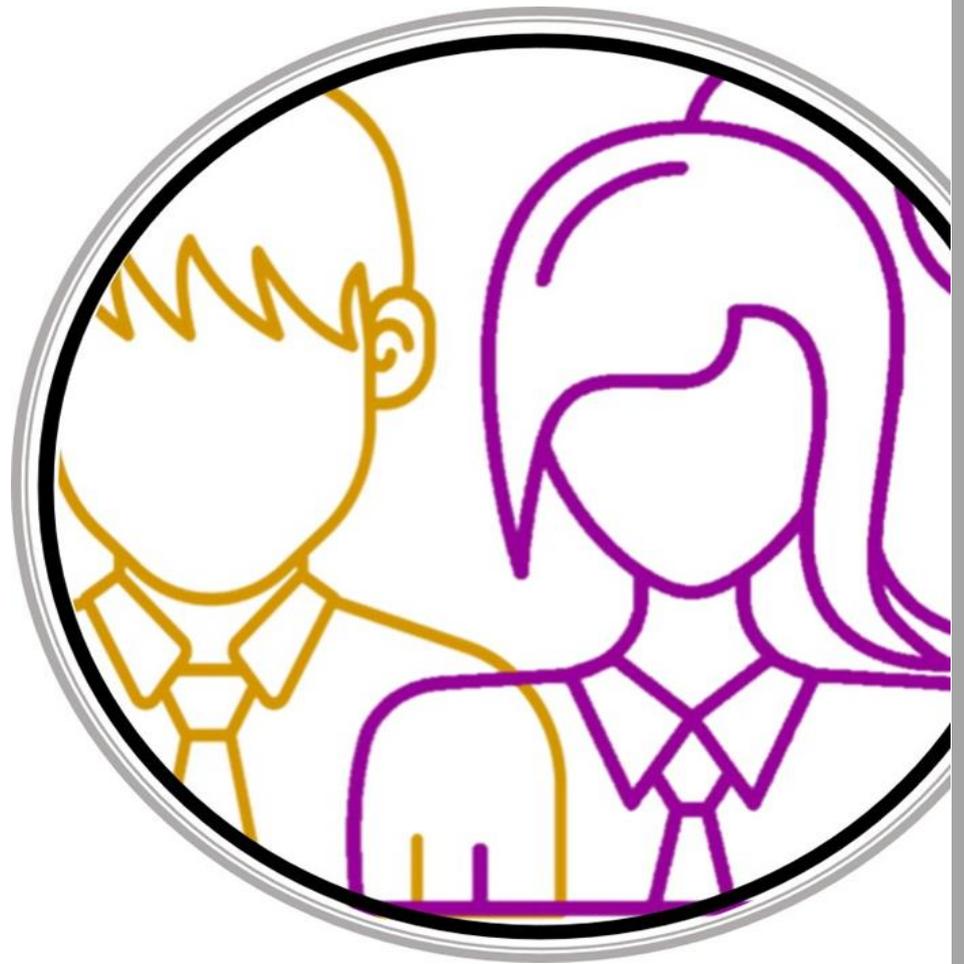


Dayspring Trust

**Venerable Bede**

CE Academy

# COVID Catch-Up Premium Strategy



*'Train up a child in the way he should go; even when he is old, he will not depart from it'*

- Proverbs 22:6



## Venerable Bede CE Academy Covid 19 Catch-Up Premium and Curriculum Expectations 2020-2022

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

The DfE has also set out the following **Curriculum Expectations**, to ensure that all pupils – particularly disadvantaged, SEND and vulnerable pupils – are given 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**

DfE asks that schools meet the following key expectations:

- 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.
- Aim to return to the school's normal curriculum in all subjects by summer term 2021.
- 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.
- Develop remote education so that it is integrated into school curriculum planning.



## **Specific points for key stage 4**

The majority of pupils in year 10 and 11 are expected to continue to study their examination subjects...In exceptional circumstances, it may be in the best interests of a year 11 pupil to discontinue an examined subject...School leaders are expected to make such decisions in discussion with pupils and parents and informed by ongoing assessment of a pupil's progress and wellbeing, using the existing discretion that schools already apply on these matters. Schools should set out how they will allocate the additional funding to support curriculum recovery this academic year.

The EEF guidance suggests a 3-tiered\* approach:

### **1 Teaching**

- High-quality teaching for all
- Effective diagnostic assessment
- Supporting remote learning
- Focusing on professional development

### **2 Targeted academic support**

- High-quality one to one and small group tuition
- Teaching Assistants and targeted support
- Academic tutoring
- Planning for pupils with Special Educational Needs and Disabilities (SEND)

### **3 Wider strategies**

- Supporting pupils' social, emotional and behavioural needs
- Planning carefully for adopting a Social and Emotional Learning curriculum
- Communicating with and supporting parents
- Supporting parents with pupils of different ages
- Successful implementation in challenging times
- Ofsted will conduct interim visits to schools between 28 September and December 2020 and will discuss with school leaders how they are ensuring that pupils resume learning the school's curriculum, including contingency planning for the use of remote education and the use of catch-up funding.

## Catch-up Premium Review: 2020/2021

<b>School</b>	Venerable Bede CE Academy		
<b>Number on roll (total)</b>	910 (Years 7 – 11)	<b>Allocated funding (Catch-Up)</b>	£72 880
<b>% Pupil Premium eligible pupils</b>	250 (27.5%)	<b>% SEND pupils</b>	97 (10.7%)
<b>Issues identified from September 2020 as barriers to learning</b>			
<b>B1:</b> Literacy skills – Reading and vocabulary development			
<b>B2:</b> Gaps in curriculum as identified and addressed by each Head of Department			
<b>B3:</b> Readyng the school for further home learning needs (e.g. a second lockdown)			
<b>B4:</b> Ensuring all pupils can access online learning at home			
<b>B5:</b> Gaps in knowledge that have appeared between March and July 2020 (as a result of lockdown)			
<b>B6:</b> Ensuring our SEND pupils are making social, emotional and academic progress following the lockdown period			
<b>B7:</b> Understanding T&L strategies within the 'new normal' way of teaching			
<b>B8:</b> Understanding the ability of our new Year 7 intake without KS2 scores and question level analysis			
<b>B9:</b> Maintaining a high attendance % for all pupils is a priority			
<b>B10:</b> Wellbeing – Pupils adjusting to the new school routines and structures			
<b>B11:</b> Wellbeing – Concerns around anxiety issues following the lockdown period			
<b>B12:</b> Ensuring parental engagement levels are maintained (given difficulties in meeting)			

<b>Colour coding key:</b>		
<b>Fully completed actions</b>	<b>Actions not able to be completed as per original plan due to COVID related circumstances.</b> <b>Adaptations to action shown in red</b>	<b>Additional actions due to emerging needs.</b>

<b>Teaching and Whole School Strategies 2020/21</b>			
<b>Year Group</b>	<b>Planned Actions</b>	<b>Impact of Actions</b>	<b>Actual Cost</b>
7	<b>B8: CATs testing for all Year 7 pupils</b>	This allowed us to identify the cognitive ability of all pupils so that they could be set in October 2020. It also provided an invaluable profile of preferred learning styles and cognitive abilities of all pupils in the new Year 7 cohort.	<b>£1118</b>
7 8	<b>B1 B8: Reading age testing for all pupils</b>	This allowed us to identify the reading ability of pupils. The information was used to support the setting process in October 2020 and also to identify those pupils who would benefit from reading interventions and track their progress in reading over time (see below).	<b>£122</b>
7	<b>B8: Numeracy Baseline assessment for all pupils</b>	This allowed us to identify the numeracy ability of pupils. The information was used to support the setting process in October 2020 and also to identify those pupils who would benefit from numeracy interventions (see below).	<b>£0</b>
7 8	<b>B1: Purchase subscription to School Library Service SA to set up reading boxes for tutor time reading</b>	Pupils were exposed to a greater number of words and challenging texts. Pupils developed a wider and more appropriate vocabulary range for subsequent use across the curriculum.	<b>£737</b>
8 9 10 11	<b>B5: Transition assessments for all pupils in all subjects. Assessments will concentrate on knowledge and skills that should have been grasped between March and July 2020</b>	This allowed us to identify gaps in knowledge that had developed during lockdown. This information was used to inform intervention both in and out of the classroom and enable us to prioritise the curriculum accordingly.	<b>£0</b>

11	<b>B2:</b> Pace planning in all subject areas to ensure the lesson time remaining is sufficient to cover all syllabus content to be examined	Planning via a CRAFT approach, ensured content was delivered in time, ongoing reflection and adaptation and continuous assessment to inform next steps.	£0
11	<b>B5:</b> Period 6 intervention to be bespoke and sessions open to all where there is a need. Ensure that P6 intervention is at least as effective as pupils' classroom teaching This was put in place during the Autumn term but, in order to avoid excessive screentime for pupils, was deferred during lockdown.	Where this was able to take place, assessment show that some gaps in subject knowledge and key skills were successfully plugged.	£0
7 8 9 10 11	<b>B4:</b> Ensure all pupils in all years have a computer and access to the internet at home (Purchase 30 additional laptops in addition to those supplied by DfE)	This allowed pupils to access online learning resources at home – whether for homework, periods of self-isolation, or lockdown events – and helped both plug and prevent gaps in understanding.	£7890
10 11	<b>B2:</b> Ensure that all KS4 teachers are fully trained up in their exam specification and 2020/21 exam adaptations	This enabled us to safeguard against staff absence and specification/examination changes which necessitated alteration to the curriculum.	£0
7 8 9 10 11	<b>B7 B3:</b> Purchase classroom visualisers for all classrooms to support the fact staff can no longer walk the classroom freely	These supported the delivery of high quality T&L as they enabled staff to model from the front (given staff were unable to freely move around the classroom as part of COVID risk assessment) and support remote education/catch-up where applicable.	£3304
7 8 9 10 11	<b>B5 B6:</b> Continue the tracking of home learning engagement to keep up the positive momentum that was created during lockdown	Home learning improved the independence of our pupils and supported engagement and progress.	£0
7 8 9 10 11	<b>B7:</b> Action research focus on Rosenshine strategies, problem-solving and literacy skills, leading to all pupils knowing more and remembering more of the common curriculum being taught Classroom based action research was affected by periods of lockdown and COVID related and not all projects were able to be completed.	Some evidence-based strategies were developed and used to support pupils' learning potential in knowing more and remembering more. There was some evidence of Improved literacy skills enabling enhanced access to learning and greater confidence in tackling/solving problems.	£0

7 8 9 10 11	<b>B7:</b> Sharing of best practice through trust-wide approaches which include a focus on curriculum, T&L, behaviour and pupil premium	Trust-wide approaches gave teachers access to the very best of what exists across the MAT. This led to the most effective classroom practice being shared and pupil learning optimised.	<b>£0</b>
7 8 9 10 11	<b>B2 B5:</b> Leaders to track and monitor catch up strategies closely looking at low effort – high impact successes and continually refining practice to ensure learning gaps are closed in the most effective and timely manner.	Quality first teaching remained the single most effective strategy for closing learning gaps. A focus on curriculum sequencing helped leaders target specific subject knowledge and skills that pupils were not yet secure in. A cycle of plan – do – review supported leaders' understanding of effective catch up in the classroom.	<b>£0</b>
<b>Total spending from Catch Up Premium Grant</b>			<b>£13171</b>

<b>Targeted Strategies 2020/21</b>			
<b>Year Group</b>	<b>Planned Actions</b>	<b>Impact of Actions</b>	<b>Actual Cost</b>
7 8 9 10 11	<b>B1 B5:</b> Purchase Bedrock Learning to support all pupils with their literacy levels	Bedrock improved literacy levels and vocabulary of our pupils. The platform allowed for strong independent learning at home and improved overall pupil progress through improved vocabulary/literacy skills across the curriculum.	<b>£5950</b>
7 8	<b>B1 B5 B6:</b> Purchase Lexia (and headphones) to ensure a targeted approach for reading covering the six areas: phonological awareness, phonics, structural awareness, automaticity, fluency, vocabulary and comprehension.	This support the progress of pupils who will show an improvement in reading, spelling, and writing skills	<b>£4620</b>
7	<b>B6 B1:</b> Small group tuition for pupils in Year 7 who require support in numeracy (IXL Maths) and literacy (Spellzone); scheduled within the timetable	Pupils benefitted from this small group work and enabled them to make rapid progress in literacy and numeracy.	<b>£1241</b>

7 8 9 10 11	<b>B5 B6:</b> Access the National Tutoring Program to ensure additional targeted support is put in place for all pupils	Pupils benefitted from the NTP (Protocol) in both English and Maths. The progress of those involved was tracked, in school, at key assessment points, including mock exams and termly data captures. Progress was also tracked and submitted by Protocol – this indicated high attendance and positive progress.	<b>£1311</b>
11	<b>B5:</b> Deliver a full program of revision techniques during PD sessions and purchase revision skills booklet for each Year 11 pupil. School based materials, rather than purchased booklets, were developed and a comprehensive revision program put in place to support pupils in preparing for their TAG assessments.	The program was delivered in a different way to that originally intended but was effective in helping pupils prepare for those assessments carried out and used to evidence/inform Teacher Assessed Grade submissions.	<b>£0</b>
11	<b>B5:</b> Purchase revision guides for pupils in core/humanity subjects to ensure independent work can be completed at home. Workbooks and paper-based materials were used to support pupils struggling to access online learning and help target specific gaps for some pupils. 'Bridging the gap' materials were used to support pupils in transition to A-Level.	Pupil/parent voice indicated successful use of materials at home. Improved post-16 curriculum transition for Year 11 pupils.	<b>£567</b>
<b>Total spending from Catch Up Premium Grant</b>			<b>£13689</b>

<b>Wider Strategies 2020/21</b>			
<b>Year Group</b>	<b>Planned Actions</b>	<b>Impact of Actions</b>	<b>Actual Cost</b>
7 8 9 10 11	<b>B9:</b> Attendance Strategy (See Attendance Strategy Plan for dull details) Original attendance strategy was adapted to also cover lockdown attendance to online learning opportunities.	This encouraged pupils to attend and parent co-operation with pupil attendance during those periods not affected by lockdown.	<b>£0</b>

7 8 9 10 11	<b>B11: Pay for additional hours of counselling time</b>	Additional counselling time allowed for a greater number of pupils to access specialist advice and guidance over their worries centred around post lockdown routines and anxieties. The provision had an overall impact on well-being which led to a more positive outlook in lessons and around school.	<b>£2500</b>
7 8 9 10 11	<b>B3 B12: Ensure that the home learning offer is refined/updated and made available to all pupils, parents and carers in the event of a pupil absence for self- isolation and/or local lockdown</b>	The use of Foldr, TEAMS, other online tools and the IT network itself was crucial and highly effective in enabling the continuity of teaching & learning during the lockdown period from Jan to March 2021. The process of accessing online learning resources was made significantly easier than the previous lockdown and enabled a consistent approach for each subject across all years whilst also allowing for bespoke curriculum adaptations.	<b>£4959</b>
7 8 9 10 11	<b>B6 B11: Diagnostic assessment via the Assessment Hub.</b>	This provided vital diagnostic analysis which helped identify emerging additional SEND needs as a result of the lockdown and COVID-19 situation.	<b>£7085</b>
11	<b>B10 B11: Ensure all Year 11s benefit from a 1:1 careers interview</b>	This gave Year 11 pupils the essential face-to-face advice and guidance that they needed, both remotely (via TEAMS) during lockdown and in school wherever possible.	<b>£2591</b>
7 8 9 10 11	<b>B12: A revised system in place for parents' evenings and/or review of progress in 2020/21 to ensure regular dialogue between home and school regarding academic performance</b>	This system enabled us to maintain communication between school and parents regarding academic performance. Parents, carers, pupils and staff were overwhelmingly positive about this approach to enable continued dialogue regardless of the Covid restrictions in place.	<b>£858</b>
<b>Total spending from Catch Up Premium Grant</b>			<b>£17993</b>

Emerging Needs 2020/21			
Year Group	Planned Actions	Impact of Actions	Actual Cost
6 into 7	<b>B8:</b> Online digital transition package(sixintoseven) including license for feeder primary schools to support the transfer of information from Y6 into Y7	Enhanced curriculum transition, improved transfer of key academic information and a common platform for sharing these details.	<b>£495</b>
7 8 9 10 11	<b>B11:</b> Online one-to-one tuition for those pupils with significant anxiety issues about returning to school following periods of lockdown and/or self-isolation and/or affect by long COVID	This allowed for those pupils with significant anxiety issues about returning to school following periods of lockdown and/or self-isolation and/or affect by long COVID to access learning expertise and plug/prevent gaps post-lockdown.	<b>£1911</b>
7 8 9 10 11	<b>B6:</b> Individual resources for SEND pupils e.g. enlarged keyboard etc to enable full equality of access to remote learning for all pupils	This allowed for equitable access to online learning opportunities.	<b>£984</b>
7 8 9 10 11	<b>B10 B11:</b> Wellbeing checks, via telephone and/or TEAMS for ALL pupils during periods of lockdown	This allowed for regular checks on the welfare and wellbeing of pupils; an opportunity for dialogue; and the chance to resolve any emerging issue. All surveys conducted show positive impact of this approach	<b>£350</b>
7 8 9 10 11	<b>B4 B10:</b> Provide opportunities to enable pupils to access peripatetic music lessons both online, during periods of lockdown, and in school by rearranging groupings to support bubbles.	This allowed all pupils to access their peripatetic music lessons throughout the academic year 2020-21 which supported the enrichment of the curriculum – even during periods of lockdown.	<b>£3549</b>
<b>Total spending from Catch Up Premium Grant</b>			<b>£7289</b>

Summary Catch-up Grant Spending for 2020/21	
Strategy	Actual Cost
Teaching and whole school	<b>£13,171</b>
Targeted	<b>£13,689</b>
Wider	<b>£17993</b>
Additional actions due to emerging needs	<b>£7,289</b>
<b>Total</b>	<b>£52,142</b>
<b>Allocation</b>	<b>£72,880</b>
<b>Remainder to carry forward to 2021/22</b>	<b>£20,738</b>

## Catch-up Premium Plan: 2021/2022

<b>School</b>	Venerable Bede CE Academy		
<b>Number on roll (total)</b>	895 (Years 7 – 11)	<b>Allocated funding (Catch-Up) Carried Forward</b>	<b>£20,738</b>
<b>% Pupil Premium eligible pupils</b>	276 (30.8%)	<b>% SEND pupils</b>	116 (13.0%)
<b>Issues identified from September 2021 as barriers to learning</b>			
<b>B1:</b> Literacy skills – Reading and vocabulary development			
<b>B2:</b> Gaps in curriculum as identified and addressed by each Head of Department			
<b>B3:</b> Readyng the school for further home learning needs (e.g. another lockdown)			
<b>B4:</b> Ensuring all pupils can access online learning at home			
<b>B5:</b> Gaps in knowledge that have appeared March to July 2020 and Jan to March 2021 (as a result of lockdown periods)			
<b>B6:</b> Ensuring our SEND pupils are making social, emotional and academic progress following lockdown periods			
<b>B7:</b> Understanding the ability of our new Year 7 intake without KS2 scores and question level analysis			
<b>B8:</b> Maintaining a high attendance % for all pupils is a priority			
<b>B9:</b> Wellbeing – Pupils adjusting to the new school routines and structures			
<b>B10:</b> Wellbeing – Concerns around anxiety issues following the lockdown period			
<b>B11:</b> Ensuring parental engagement levels are maintained			

## Teaching and Whole School Strategies 2021/22

Year Group	Actions	Intended impact	Projected Cost
7	<b>B7:</b> CATs testing for all Year 7 pupils	Identify the ability of all pupils so as they can be set in October 2020 and a profile of preferred learning styles and cognitive abilities be established	£1118
7 8	<b>B1 B7:</b> Reading age testing for all pupils	Identify the ability of all pupils so as they can be set in October 2020 and reading ages tracked throughout the academic year	£112
7	<b>B7:</b> Numeracy Baseline assessment for all pupils	Identify the ability of all pupils so as they can be set in October 2020 and numeracy ability be tracked throughout the academic year	£0
11	<b>B5:</b> Period 6 intervention to be bespoke and sessions open to all where there is a need. Ensure that P6 intervention is at least as effective as pupils' classroom teaching	Period 6 intervention should plug gaps in subject knowledge and prepare pupils for their examinations (mocks and summer exams)	£0
7 8 9 10 11	<b>B4:</b> Ensure all pupils in all years have a computer and access to the internet at home (Purchase 30 additional laptops in addition to those supplied by DfE)	This will allow pupils to access all online learning resources at home whether for homework, periods of self-isolation, or local lockdown events	£2000
10 11	<b>B2:</b> Ensure that all KS4 teachers are fully trained up in their exam specification and 2020/21 exam adaptations	This will safeguard against potential staff absence or indeed specification changes which means the curriculum is altered and there is a need for more expertise in different part of the specification	£800
7 8 9 10 11	<b>B5 B6:</b> Continue the tracking of home learning engagement to keep up the positive momentum that was created during lockdown	Home learning will improve the independence of our pupils as well as support progress when it comes to key assessment points	£0
7 8 9 10 11	<b>B7:</b> Sharing of best practice through trust-wide approaches which include a focus on curriculum, T&L, behaviour and pupil premium	Trust-wide approaches will give teachers access to the very best of what exists across the MAT. This will lead to the most effective classroom practice being shared and pupil learning optimised.	£0

7 8 9 10 11	<b>B2 B5:</b> Leaders to track and monitor catch up strategies closely looking at low effort – high impact successes and continually refining practice to ensure learning gaps are closed in the most effective and timely manner.	Quality first teaching remains the single most effective strategy for closing learning gaps. A focus on curriculum sequencing will help leaders target specific subject knowledge pupils are not yet secure in. A cycle of plan – do – review will also support leaders' understanding of effective catch up in the classroom.	£0
<b>Total allocated cost from Catch Up Premium Grant</b>			£4030

<b>Targeted Strategies 2021/22</b>			
<b>Year Group</b>	<b>Actions</b>	<b>Intended impact</b>	<b>Projected Cost</b>
7 8 9 10 11	<b>B1 B5:</b> Purchase Bedrock Learning to support all lower school pupils and those identified as requiring vocabulary development in upper school with their literacy levels.	Improve the literacy levels and vocabulary of pupils. The platform will allow for strong independent learning at home and improve pupil progress through improved vocabulary/literacy skills across the curriculum	£2544
7 8	<b>B1 B5 B6:</b> Purchase Lexia to ensure a targeted approach for reading covering the six areas: phonological awareness, phonics, structural awareness, automaticity, fluency, vocabulary and comprehension.	This will support the progress of pupils who will show an improvement in reading, spelling, and writing skills	£3000
7	<b>B6 B1:</b> Small group tuition for pupils in Year 7 who require support in numeracy (IXL Maths) and literacy (Spellzone); scheduled in the timetable	The pupils who benefit from this small group work will make rapid progress in literacy and numeracy	£1769
11	<b>B5:</b> Deliver a full program of revision techniques during PD sessions and purchase revision skills booklet for each Year 11 pupil.	Teaching revision techniques is a helpful way of preparing pupils for their mock and summer exams.	£400
11	<b>B5:</b> Purchase revision guides for pupils in core/humanity subjects to ensure independent work can be completed at home	We will track home learning engagement stats in Y11 to highlight the successful use of revision guides at home. Improved attainment and progress scores in Y11	£2600
<b>Total allocated cost from Catch Up Premium Grant</b>			£11113

Wider Strategies			
Year Group	Actions	Intended impact	Projected Cost
7 8 9 10 11	<b>B8:</b> Attendance Strategy (See Attendance Strategy Plan for full details)	This will encourage pupils to attend and parent co-operation with attendance will lead to an improvement in attendance figures.	£0
7 8 9 10 11	<b>B10:</b> Pay for additional hours of counselling time	Having additional counselling provision will allow for more pupils to have access to specialist advice and guidance over their worries centred around post lock down routines and anxieties. This will have an overall impact on well-being which will lead to a more positive outlook in lessons and around school.	£1000
11	<b>B9 B10:</b> Ensure all Year 11s benefit from a 1:1 careers interview	This is essential advice and guidance that the school must offer to all pupils so they are thinking about what they will be doing next academic year and beyond	£1200
7 8 9 10 11	<b>B11:</b> A revised system in place for parents' evenings and/or review of progress in 2021/21 to ensure regular dialogue between home and school	To maintain communication between the school and the parents regarding academic performance	£860
<b>Total allocated cost from Catch Up Premium Grant</b>			<b>£3,060</b>

Summary Catch-up Grant allocation (as at Sept 2021)	
Strategy	Cost
Teaching and whole school	£4,030
Targeted	£11,113
Wider	£3,060
<b>Total</b>	<b>£18,203</b>
<b>Allocation Carried Forward to 2021/22</b>	<b>£20,738</b>
<b>Amount allocated to emerging needs</b>	<b>£2,535</b>