

# Coronavirus (Covid-19) : Catch-up support and intended use of Catch-up Premium



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### **Coronavirus (Covid-19): Catch-up support and intended use of Catch-up Premium**

The DfE has allocated £650 million nationally to be spent on enabling schools to support students as they catch up on potential learning lost as a result of the Covid-19 pandemic. The money allocated to each school is known as the Catch-up Premium and it is the responsibility of individual headteachers to decide how this should be spent. At Horizon, we are using it to respond to the specific needs we have identified in our students, guided by the principles outlined in the Education Endowment Foundation (EEF) publication 'Covid-19 support guide for schools'. This suggests schools may be most effective if they take a 3-tiered approach to 'catch-up', focused on:

- teaching and whole-school strategies
- targeted support
- wider strategies.

In our work, we also fully support the curriculum expectations, set out by the DfE, to ensure that all students – particularly disadvantaged, SEND and vulnerable students – are given the support they need to make substantial progress by the end of the academic year:

- Education is not optional – and that all students 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 – and that students continue to be taught a wide range of subjects, maintaining their choices for further study and employment
- Remote education is of a high quality – and enables students to continue learning across all areas of the curriculum.

Our planned use of the Catch-up Premium will help us to continue to meet the DfE expectations to:

- 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
- 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 students. 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.

Horizon will receive approximately £160 000 from the £350 million national allocation. The table below outlines how we plan to use this additional funding and support students to catch up on potential lost learning. The plan will be reviewed and revised on a regular basis, to ensure we are adapting to the evolving national situation and responding effectively to the ongoing needs of our students.

### **Teaching and whole school strategies**

<b>Actions</b>	<b>When</b>	<b>Intended impact</b>	<b>How we will measure impact</b>
Enhance staffing within English, Maths and Science, to allow for more focused teaching as a result of smaller group sizes.	Sept - ongoing	Smaller group sizes will support the most vulnerable students to catch up on lost learning and embed key skills which underpin curriculum success.	Internal data collections in terms 1,2 and 3  Externally verified results for Y11
Create extra time within the timetable for Y11, and allocate additional periods in English, Maths, Separate Sciences, History, Geography and MFL.	Sept	To relieve pressure on Y11 students and provide additional support in Ebacc subjects to recover lost learning time.	Internal Y11 mock exam data  Externally verified results for Y11
Review schemes of learning to build in 'recovery' of lost learning and ensure continued rapid progress.	Sept - ongoing	To revisit key knowledge, skills and misconceptions that underpin future rapid progress but will not have been embedded due to national lockdown.	Internal data collections in terms 1,2 and 3  Externally verified results for Y11
Work with HCAT Directors of Teaching and Learning to develop an appropriate 'recovery' scheme to meet the needs of Y7 students on entry to the college.	Sept	To support the transition from Y6 to Y7 and to help students reactivate knowledge and skills within the primary curriculum that may not have been revisited since March 2020.	Baseline data for Y7 from internal tests and NGRT testing
Carry out a programme of planned baseline assessment (NGRT and CATs) across Year 7 to establish their KS3 starting points, identify gaps and inform planning.	Sept	To provide a secure starting point to the KS3 curriculum and inform teacher planning.	Baseline data for Y7 from internal tests and NGRT testing
Develop a KS3 nurture provision to support the most vulnerable students to catch up with lost learning.	Sept - ongoing	To support the most socially and academically vulnerable students access their learning successfully.	Individual Support plans

<b>Actions</b>	<b>When</b>	<b>Intended impact</b>	<b>How we will measure impact</b>
Introduce retrieval practice at the start of all lessons.	Sept - ongoing	To reactivate and embed prior learning, address misconceptions and support future learning.	Internal data collections in terms 1,2 and 3; Externally verified results for Y11
Ensure all learning environments are equipped with visualisers, to enable effective modelling and discussion	Sept - ongoing	To enable teachers to model the learning process to promote discussion and deeper understanding and supports more effective remote learning.	Internal data collections in terms 1,2 and 3; Externally verified results for Y11
Develop student understanding of the importance of learning behaviours through the introduction of the 'Character in the classroom' strategy.	Sept - ongoing	To initially re-engage students with routines and systems, and then develop and embed successful learning behaviours.	Achievement and Behaviour data; Effort gradings
Revise the assessment calendar, to provide more time for focused teaching to enable progress.	Sept - ongoing	To build curriculum time to recover lost learning and to ensure we can check what students have learned.	Internal data collections in terms 1,2 and 3; Externally verified results for Y11
Launch Reading routes strategy and support student engagement through the purchase of accompanying texts.	Feb - ongoing	To improve reading as a tool for learning and to embed an inquisitiveness and love for reading for its own sake.	Praise and rewards data; Reading age data
Implement a robust remote learning strategy, to cover the full curriculum and to include live teaching for individuals, groups of students or full cohorts working from home.	Sept - ongoing	To ensure all students continue to access their full educational provision throughout any covid- related disruption.	Attendance data; Internal data in the form of progress checks; Data collections in terms 1,2 and 3; Externally verified results for Y11
Provide additional staff training and development in questioning, modelling and deliberate practice.	Sept - ongoing	To further develop key teaching and learning skills essential to a successful recovery curriculum post lockdown.	Staff voice; student voice; Learning walks; Informal drop ins
Provide training for classroom staff on the use of 'remote' technology and effective strategies for teaching high quality live lessons remotely.	Sept - ongoing	To develop staff confidence and ensure effective teaching and learning when doing so remotely.	Staff voice; student voice; Learning walks; Informal drop ins

## Targeted Academic Support

<b>Actions</b>	<b>Dates</b>	<b>Intended impact</b>	<b>How we will measure impact</b>
Enable students who are self-isolating to access live teaching from the classroom, through Microsoft Teams.	Sept - ongoing	To ensure students can continue learning when self-isolating or during lockdown situations.	Attendance data; Internal data in the form of progress checks; Data collections in terms 1,2 and 3; Externally verified results for Y11
Apply for/recruit Academic Mentor(s) across EBacc subjects to enable small group interventions.	Sept - ongoing	To support individuals and small groups of students who are struggling with aspects of learning missed/not fully understood due to lockdown.	Internal tracking data
Provide revision guides for all Y11 students in receipt of the pupil premium grant, across English, Maths and Science.	Sept - ongoing	To support preparation for KS4 exams/assessments.	Internal Y11 mock exam data; Externally verified results for Y11
Provide targeted academic interventions for identified students across all year groups, beginning with Y7.	Oct/Nov - ongoing	To support individuals and small groups of students who are struggling with aspects of learning missed/not fully understood due to lockdown. In particular, in Y7 where data tells us students should be AR and GD but aren't, and in Y11 where students should be achieving grades 5 and 7.	Internal tracking data; Externally verified results for Y11
Provide targeted reading interventions, using Lexia, for students identified with low reading ages and to support EAL students with comprehension development.	Oct/Nov - ongoing	To ensure identified students improve their reading ability and are able to access the curriculum and exam questions successfully.	Lexia data; Reading age data (NGRT)
Enhance SENCO provision – and reduce teaching time – to support EHCP identification, application and review processes, and the planning and provision of targeted interventions.	Sept - ongoing	To ensure appropriate provision, support and interventions are in place for SEND students who may be facing greater challenges due to lockdown.	Individual support plans; EHCP annual reviews
Train internal staff to undertake exam access arrangements and put in place a	Nov - ongoing	To ensure effective identification and support in exams/assessments for students with additional needs.	Internal Y11 mock exam data; Externally verified results for Y11

programme of need identification across all year groups.			
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### **Wider Strategies**

<b>Actions</b>	<b>Dates</b>	<b>Intended impact</b>	<b>How we will measure impact</b>
Introduce stepped and supportive attendance interventions, including form tutor call, School Team call, Attendance Team home visit, EWS support.	Sept - ongoing	To support all students and their families re-engage positively with college and on-site learning – including those who are vulnerable and hard-to-reach.	Attendance data; Behaviour data
Provide support with uniform and equipment – loaning/providing where families are experiencing financial difficulties.	Sept-ongoing	To support all students and their families re-engage positively with college and on-site learning – especially those who are vulnerable and hard-to-reach.	Attendance data; Behaviour data
Introduce revised punctuality strategy, to support students as they re-engage with daily routines.	Sept-ongoing	To embed positive routines around attendance and punctuality, and engagement with ‘Character in the classroom’ strategy.	Attendance and punctuality data
Continue to provide a free school breakfast when external funding ceases.	March - ongoing	To ensure all students are physically fit and ready to learn each day.	Attendance and punctuality data; Behaviour data
Introduce 'connection before correction' strategy, to support student re-engagement with learning and appropriate school behaviours.	Sept - ongoing	To support students as they re-engage with the college environment – academically and socially. Empathy used in order to intervene successfully with students.	Achievement data; Behaviour data
Provide 1-1 careers interviews to all Y11 and Y10 students. Adapt support and guidance process to reflect the ‘new labour market’ and impact of the pandemic on opportunities and options going forward.	Oct - ongoing	To support Y11 students as they make and apply for their post-16 choices. To support Y10 as they re-engage with learning and ensure they are able to make informed choices about their future.	Post-16 application figures for Y11/Y10 and their future NEET figure

<b>Actions</b>	<b>When</b>	<b>Intended impact</b>	<b>How we will measure impact</b>
Carry out student surveys, to better understand attitudes to school and learning, as well as impact of pandemic on personal well-being, and enable appropriate interventions.	July 2020 - ongoing	To provide bespoke support for individuals and their families and ensure a successful return to college – academic and social – making referrals or signposting external support where appropriate. To continue this support across the year.	Wellbeing data; Attendance data
Enhance capacity across the Student Wellbeing team – through increased staffing.	Sept	To better support students and families where there are SEMH needs created/exacerbated by the pandemic.	Wellbeing data; Attendance data; Behaviour data
Enhance capacity across the safeguarding team – Heads of school and Vice Principal DSL trained	Sept - Dec	To ensure rigorous safeguarding measures are in place and students and families are supported appropriately.	CPOMs records and data; Wellbeing data
Collaborate with Mindspace to develop staff awareness and support students with their transition back into college.	Sept - ongoing	To ensure staff are aware of potential experiences and needs of students/staff as a result of the pandemic and potential avenues for accessing support.	Wellbeing data and Attendance data (for students and staff); Behaviour data
Develop student 'wellbeing hub' - to support students via access to online resources/materials.	Sept - ongoing	To enable students to self-refer and allow families to access a breadth of advice and support materials.	Wellbeing data; Attendance data
Train 'wellbeing student ambassadors', to provide peer support through 1-1 and small group sessions.	March - ongoing	To provide students with relevant and relatable support from peers.	Wellbeing data; Attendance data
Extend and increase professional counselling provision within college through MIND.	Sept - ongoing	To increase the number of students able to access professional mental health support.	Wellbeing data
Collaborate with Sheffield Hallam University/NPP in respect of the 'Grow Project' - mentoring for Y10 students moving into Y11).	July 2020 - ongoing	To support potentially disaffected students to re-engage with college and learning, so as to raise aspirations post-16.	Attendance data;  Post-16 application figures for Y11/Y10 and their future NEET figures

<b>Actions</b>	<b>When</b>	<b>Intended impact</b>	<b>How we will measure impact</b>
Ensure all digitally disadvantaged students in all years are supported to access online provision.	Sept - ongoing	To enable all students to access their full provision remotely, if and when appropriate, and to support on-going learning at home.	Internal data collections in terms 1,2 and 3  Externally verified results for Y11
Provide training for students and support for parents in the use of 'remote' technology and on-line learning.	Sept – ongoing	To enable all students to access their full provision remotely, if and when appropriate, and to support on-going learning at home. To ensure parents are confident and able to support their children in doing this.	Attendance data; Internal data collections in terms 1,2 and 3  Externally verified results for Y11
Introduce an on-line parents' evening system, to enable face to face communication between college and home regarding academic performance.	Oct/Nov	To enable parents to fully engage with their children's learning, through face-to-face communication on-line.	Parent/carer booking figures (Schoolcloud)
Parent voice	July - ongoing	To help the college better understand parent/carers' view of the college and the needs of their children, and how best to support them.	Responses through Microsoft Forms; parental feedback