

COVID-19 catch-up premium report 2020/21



COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of students:	97	Amount of catch-up premium received per pupil:	£240
Total catch-up premium budget:	£23,280	Total expenditure:	£51,497

In the academic year 2020 / 21, schools have been allocated additional funding from the Government to ensure that they are able to support their students to make up for teaching time lost due to the COVID-19 pandemic - the total funding to schools has been £650 million.

This document outlines how this money will be used. This is in accordance with government expectations that school leaders and Governors are able to account for how money is being spent, in line with school priorities.

At Brook Green Centre for Learning our aims are 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. We will consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading.
- Return to the school's normal curriculum in all subjects by summer term 2021.
- Develop remote learning so that it is integrated into curriculum planning.

The overall aims of our catch-up premium spending are:

- To reduce the attainment gap between disadvantaged students and their peers
- To raise the attainment of all students to close the gap created by COVID-19 school closures

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Barriers to academic achievement:

A	Up to 50% of school population did not attend school between April and July 2020, leading to regression in key skills eg. oracy, literacy, numeracy and the ability to work as part of a team
B	Up to 50% of school population did not attend school between April and July 2020, which led to decreased progress in knowledge attainment
C	Students are experiencing sensory imbalances due to absence from routines at school
D	Increased anxieties around friendships, life/death, socialising and school, impacting on ability to access learning and social, emotional and mental health

ADDITIONAL BARRIERS

External barriers

E	Increased parental stresses, leading to increased anxieties.
F	Lack of access to appropriate digital technology at home

Planned expenditure for current academic year:

Quality of teaching for all					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Bespoke therapeutic interventions such as Music therapy / art therapy and / or play therapy	Students make good progress, as defined by tutors or curriculum leads, in their EHCP outcomes	To develop a sense of community to reduce anxieties around self-esteem The use of art, music and play therapy is well documented. We believe that a differentiated approach is needed, and therefore this support will be targeted to individuals	Research into appropriate interventions which have been peer reviewed Monitoring of impact on a termly basis.	KS Leads	Termly, in line with our QA programme.
Remote learning strategies implemented and developed, including the use of ICT devices, loaned to students, for use in school and/or at home.	Students make 'good' progress across the academic year, as evidenced through school data drops. Students participate and cooperate in lessons throughout the day, making good learning progress	Lesson observations Data collection	Key Stage and Curriculum leads to monitor and track progress	SLT	Termly in line with our QA programme

Use of additional teacher time to deliver individual interventions.	To attain expected external accreditations, in line with predicted grades	Additional intervention sessions for Year 11 (catch up sessions) run by teachers to focus on areas to develop, such as higher attaining students who may be entered for GCSEs or vocational accreditations (EEF 2020)	Key Stage Leads to monitor impacts in lessons; and also during remote learning. Leadership team deploy staff and monitor individual student outcomes	Deputy Headteacher	Termly in line with our QA programme
Planned expenditure:					£8160
Targeted support					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Targeted literacy sessions for individuals	All students make progress (based on school data drops) throughout the academic year for Literacy	Gaps in literacy dynamically assessed by English team and one-to-one teachers Provision tailored for individual students.	Curriculum Lead for English to monitor	Deputy Headteacher Curriculum Lead for English	Termly
Targeted numeracy sessions for individuals	All students make progress (based on school data drops) throughout the academic year for Numeracy	Gaps in numeracy dynamically assessed by Maths team and one-to-one teachers Provision tailored for individual students	Curriculum Lead for Maths to monitor	Deputy Headteacher Curriculum Lead for Maths	Termly
Planned expenditure:					£42837

Other approaches					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Cross-curricular oracy approaches implemented across the school	Students are confident communicators, in line with their EHCP outcomes	Students' oracy skills have been identified by our staff team as having regressed	Curriculum lead for English to monitor	Deputy Headteacher Curriculum Lead for English	Termly
Planned expenditure:					£500