

## Covid-19 catch-up premium 2020-21<sup>1</sup>

The Department for Education (DfE) has allocated £650 million in additional funds to school to be spent on ensuring all pupils have the chance to catch up with learning lost through the National Lockdown. 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 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 school 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.

The DfE further asks that schools meet the following key expectations with regard to **remote learning**:

1. 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.
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 informed 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.

The Charter School East Dulwich will follow a three-tiered\* approach recommended by the Education Endowment Foundation in allocated additional funding:

<p><b>1 Teaching</b></p> <ul style="list-style-type: none"> <li>• High-quality teaching for all</li> <li>• Effective diagnostic assessment</li> <li>• Supporting remote learning</li> <li>• Focusing on professional development</li> </ul>	<p><b>2 Targeted academic support</b></p> <ul style="list-style-type: none"> <li>• High-quality one to one and small group tuition</li> <li>• Teaching Assistants and targeted support</li> <li>• Academic tutoring</li> <li>• Planning for pupils with Special Educational Needs and Disabilities (SEND)</li> </ul>	<p><b>3 Wider strategies</b></p> <ul style="list-style-type: none"> <li>• Supporting pupils’ social, emotional and behavioural needs</li> <li>• Planning carefully for adopting a Social and Emotional Learning curriculum</li> <li>• Communicating with and supporting parents</li> <li>• Supporting parents with pupils of different ages</li> <li>• Successful implementation in challenging times</li> </ul>
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<sup>1</sup> This report only details catch-up interventions with specific, attributable costs.

Summary information		
Number on Roll	Amount of catch-up premium received per student - Autumn Term	2020-21F Total
780	£15.38	£62,400

Strategy statement
<ul style="list-style-type: none"> <li>● To address identifiable 'learning loss' affecting students as a result of school closures in 2019-20</li> <li>● To ensure superior outcomes for students taking GCSE and other examinations in Summer 2021</li> <li>● To narrow significantly the attainment gap between students who are disadvantaged and other students in English and Maths</li> <li>● To facilitate access to blended learning opportunities for students with limited independent access to technology</li> </ul>

Barriers to learning (academic)
A. Knowledge and understanding sacrificed as a result of limited or ineffective engagement with home learning during Lockdown
B. Mental health concerns arising from or exacerbated by prolonged isolation during successive Lockdowns

Barriers to learning (external)
A. Lack of reliable technology in the home limiting access to the virtual school curriculum in the event of self isolation, closure of bubble or national lockdown.
B. Lower-than-expected attendance by some students eligible for the Pupil Premium.

**Planned expenditure**

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?
<p>DA Students in years 8 to 11 identified as suffering from particularly significant learning loss will participate in online tutoring to supplement in-class provision</p>	<p>Attainment gaps to peers with similar rates of prior attainment should close</p> <p>Engagement in learning should increase.</p>	<p>The School trialled MyTutor with a select group of students in Year 11 over the Summer. Those students who showed full attendance to the sessions retained the learning they had accumulated during the June-July return to school significantly better than those that had inconsistent or poor attendance.</p> <p>The School will supplement MyTutor's 1:3 tutor model with 1:1 provision in selected cases.</p> <p>Additional evidence available on NTP website.</p>	<p>Sessions will take place in-school with a member of staff present.</p> <p>Students will be asked to evaluate the effectiveness of the sessions</p>	<p>Key Stage Leads</p> <p>Curriculum and Assessment Lead</p>	<p>February half term</p>
<p>Additional English and maths nurture groups in Year 7</p>	<p>The small class settings staffed by experienced teachers will enable students to make accelerated progress.</p>	<p>CATS testing and independent baseline tests show that LPA students joining the School having missed several months of Year 6 are not 'secondary ready', in the conventional sense.</p> <p>An additional 'nurture' group in both English and maths allows these students to follow a more tailored catch-up curriculum.</p>	<p>Lesson observations and work scrutiny</p> <p>Teachers will be asked to share and evaluate the success of the groups</p>	<p>Key Stage Lead</p> <p>Key Stage Coordinators in En and Ma</p> <p>Curriculum and Assessment Lead</p>	<p>As above</p>
<p>Online revision tools purchased for DA GCSE students, e.g.</p>	<p>75%+ regular usage in KS4</p>	<p>Active engagement with all chosen platforms have been demonstrated to improve GCSE outcomes.</p>	<p>Regular analysis of module data</p> <p>Regular analysis of GCSE Pod usage data</p>	<p>KS4 Lead</p> <p>Subject Leads</p>	<p>January/ Easter</p>

GCSE Pod, Tassimo, etc.	Improved attainment and progress in KS4		Year 11 Student Intervention Team meetings		
In-school intervention programme for students at risk of underachievement in examination classes	Attainment gaps to peers with similar rates of prior attainment should close.  Engagement in learning should increase.	MPA students identified as at risk of under-achievement require extra support in smaller groups where feedback can be more tailored to their specific needs. These sessions take place after school in order that they do not obstruct the rest of the school curriculum and so that they can be effectively monitored.	Teachers are asked to share and evaluate the impact of the sessions.  Heads of Department and the Key Stage Lead 'learning walk' the after-school sessions.	Key Stage Lead  Subject Leads  Curriculum and Assessment Lead	As above.
Students with limited access to technology in the home are provided with loan devices and/or dongles to secure access to the school curriculum	Engagement with online learning (including homework) should be at the same level as the wider student population, ie. >90% completion	Students who engaged with online learning during the National Lockdown starting on 23 March experienced materially lower rates of 'learning loss' than those who did not. The effectiveness of online teaching continues to improve as a result of ongoing staff training.	All online learning is subject to routine quality assurance procedures, eg. through trial days.	Year Leaders  Administrative Team (coordination)	4 Dec
Students experiencing significantly increased rates of anxiety and/or other forms of mental health challenges receive counselling support	Students' wellbeing should improve to a point at which it positively affects their engagement	Safeguarding referrals related to mental health concerns have spiked following Lockdown and continue to rise as a consequence of the remaining public health measures that limit young people's ability to socialise. The School has increased capacity in its counselling team in order to provide greater support to these children, particularly in the absence of reliable CAMHS support.	The School employs only fully qualified counsellors who are supervised by a clinical psychologist with CAMHS experience.	SENCo  Head of Counselling	Ongoing case reviews

from an expanded team	in school and with school				
Greater EWO support utilised to support maintain high levels of attendance amongst target students	Overall attendance rate above 94% PA Rate below 10%	Poor attendance is a significant barrier to academic progress. There is a clear link between poor attendance, disadvantage and low educational performance	Weekly attendance data checks. Regular meetings with the EWO to assess impact	DHT Pastoral KS AHTs Year Leaders	February Half Term/ Easter
Students with low motivation/ engagement provided with Mentivity mentoring and support	Key students' EIL improves from Module 1 to 3 to 5	Mentivity mentoring has been shown to have success in school in the past, particularly with key cohorts (Black boys who are disadvantaged)	Ongoing quality assurance of sessions. Module data analysis	Head of Inclusion	February half term/ Easter
Total cost: £62,400					