

Summary information

School	Parkside Studio College				
Academic Year	2020-21	Total Catch-Up Premium	£1 700 (£6 800)	Number of students	85

Guidance

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11.

As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.

Use of Funds

Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on [curriculum expectations for the next academic year](#).

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a [coronavirus \(COVID-19\) support guide for schools](#) with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way.

EEF Recommendations

The EEF advises the following:

Teaching and whole school strategies

- ☐ Supporting great teaching
- ☐ Pupil assessment and feedback
- ☐ Transition support

Targeted approaches

- ☐ One to one and small group tuition
- ☐ Intervention programmes
- ☐ Extended school time

Wider strategies

- ☐ Supporting parent and carers

- ☐ Access to technology
- ☐ Summer support

Identified impact of lockdown

1	Not all students could access online learning at home between March and July 2020, therefore on return in September students were at different stages in the curriculum despite work packs being supplied for all subject areas.
2	The need to ensure that all students were able to access online learning and teachers and students were suitably equipped and trained to deliver the full curriculum became evident.
3	Gaps in knowledge that have appeared between March and July 2020 identified through termly assessments and the need to implement strategies to close identified gaps.
4	Not all students engaged in all lessons for the entire day between March and July 2020. Therefore maintaining high expectations for attendance to all sessions for all students became a priority and adjustments to internal attendance reporting procedures were recognised and implemented.
5	Literacy skills – tutor group reading has not been taking place to the full extent since March 2020, therefore our commitment to foster the love of reading had stalled.
6	Gaps in ‘careers and further education’ advice and guidance for all year groups as the lack of support from external agencies diminished. The need to implement in house alternatives became evident.
7	Wellbeing: Students adjusting to the new school routines and structures, early identification and support for students and parents was required.
8	Wellbeing: Concerns around anxiety and safeguarding issues following the lockdown period, enhanced pastoral support was required.
9	Ensuring parental engagement levels are maintained during the ‘virtual meeting’ era, students encouraged to support parents with the online meeting arrangements.
10	Identification of the need for Subject specific CPD for all teaching staff and support staff.

Planned expenditure - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools)

i. Teaching and whole-school strategies

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
Coaching support	<i>Learning coach to teach small groups consolidate learning (alongside teacher)</i> £1500	Half termly class teacher weekly tutor catch up, reduced class size in mathematics.	KPR/MDU	SEPT 2021
Learning Village	<i>Improve understanding along with literacy of EAL students.</i> £104	Biggest challenge facing EAL having that practice accessing the language.	KPR/MDU	SEPT 2021
Secondary Science Exam Pro	<i>Provide Assessment material for Science in all year groups.</i> £295	Robust and varied assessment material. Closing the gaps analysis of trial papers and baseline assessments in all year groups.	KPR/CFA	SEPT 2021
Total budgeted cost				£ 1899

ii. Targeted approaches

Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
1 to 1 and small group tuition Identified students will have significantly increased rates of reading fluency. They will be confident readers and dips in reading attainment will be negated	<i>Additional opportunities for students to read daily 1:1 or as a small group – Teaching Partners</i> £700	Students foster the love of reading and increase reading fluency in line with age appropriate standards.	KPR/MDU	SEPT 2021
Material for students	<i>Purchase of whole year group revision books</i> £150	These will be provided to students as a means of securing a further development of their knowledge and understanding	KPR/AWE	SEPT 2021
Ensure that all students have independent access to learning materials Progress of PP students has to improve	<i>Intervention groups to be created after forensic analysis of current data and work sample</i> £400	Improved attendance to remote learning sessions and remote engagement.	KPR/PDE	SEPT 2021
Mentoring and revision material for students	<i>Offer students the emotional outlet and physical resources to independently lead their learning</i> £600	One to one sessions with TLA, enrichment activities and support with CIAG.	KPR/MDU	SEPT 2021
Additional external support for students 2 levels or below in either mathematics or English.	<i>National Tutoring program</i> £1678 50	Three to one remote tutoring sessions to support closing the gap	KPR/AWE	SEPT 2021

Total budgeted cost £3528 50

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
Supporting parents, guardians and carers <i>Children will have greater opportunities to access remote learning from home.</i>	<i>Additional online learning resources will be developed such as: Kerboodle, Exampro, My Maths, Maths watch and Learning Village. Likewise students will be supported in using all existing online resources</i> £350	Students will have a greater range of learning resources at hand to support the curriculum. Evidence of closing the gap.	KPR/PDE	SEPT 2021
Transition Support <i>Students who are joining the College from different settings or beginning their schooling with Parkside Studio College have the opportunity to become familiar with the setting before they arrive</i>	Parent Teacher academic review took place in January A virtual tour of Parkside Studio College is arranged and shared with all new-starters for 2021. Principals presentation has also been recorded. Both are available on the College's website. £150	Students will be familiar with surroundings and learning environment once onsite education resumes.	PDE/KPR	SEPT 2021
Parental Engagement Parents, guardians and carers are kept informed about their child's progress and what they are learning	<i>Communication with parents, guardians and carers is extremely important. Parents are reminded of the ways to communicate with the College. The College has ensured parents, guardians and carers are kept informed:</i> <ul style="list-style-type: none"> ○ Year group letters ○ College Newsletters ○ Virtual Parent Teacher Consultations ○ £600 	Consistent communication with parents. Better use of social media. Improved use of the college website for parents to access letters. Ongoing communication with parents via teams.	KPR/PDE	SEPT 2021
Access to Technology For those students who are self-isolating and engaging in remote learning from home and are finding it difficult to access technology or the internet Teachers and Teaching Partners to be provided with laptops to allow teachers to engage and support remote learning. Teachers facilitate effective home-learning with increased capacity to share resources and communicate with students.	<i>Provide additional devices, to substitute the possibility of the 10 laptops being provided by the DfE</i> <i>Purchase additional devices for Teachers and Teaching Partners.</i>	Laptops distributed to those most in need. Vulnerable and Key worker students accommodated on site using ipads and laptops. All teachers and teaching partners are fully equipped.	KPR/PDE	SEPT 2021

Summer Support NA				
			Total budgeted cost	£ 1400
			Cost paid through Covid Catch-Up	£
			Cost paid through school budget	£