

Universal Catch Up Plan 2020-2021

Premium strategy statement

Context

In March 2020, most schools in the UK were closed, in an attempt to reduce the spread of Covid-19. This resulted in most pupils and students missing out on 4 months of education. In August, the government announced that it would give every mainstream school additional funding, equating to £80 per pupil. Some key principles were outlined as below:

- Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months
- Schools have the flexibility to spend their funding in the best way for their cohort and circumstances
- School leaders must be able to account for how this money is being used to achieve our central goal of schools getting back on track and teaching a normal curriculum as quickly as possible
- Governors and trustees should scrutinise schools' approaches to catch-up from September, including their plans for and use of catch-up funding

The funding would be given in 3 tranches and schools would be expected to use this money to enable pupils and students to catch up on the learning lost and to deliver key government curriculum expectations which were set out as below:

1. Teach an ambitious and broad curriculum in all subjects
2. Make time to cover the most important missed content
3. Prioritise most important components for progression
4. Focus on key skills, e.g. reading
5. Aim to return to the school's normal curriculum in all subjects by summer term 2021
6. Plan on the basis of the educational needs of pupils - use feedback from regular formative assessment to plan for next week's lessons
7. Develop remote education so that it is integrated into school curriculum planning

While schools were free to spend the money as they consider appropriate, evidence from the EEF was signposted to aid schools in making decisions about how to spend the Universal Catch Up Premium, as below:

1. Teaching and whole school strategies
 - a. Supporting great teaching
 - b. Pupil assessment and feedback

- c. Transition support
- 2. Targeted approaches
 - a. One to one and small group tuition
 - b. Intervention programmes
 - c. Extended school time
- 3. Wider strategies
 - a. Supporting parent and carers
 - b. Access to technology
 - c. Summer support

School overview

Metric	Data
School name	John Ferneley College
Pupils in school	1121
Proportion of disadvantaged pupils	
Universal Catch up Premium allocation	£98,000
Academic year or years covered by statement	2020-21
Publish date	18 th Sept 2020
Review date	15 th December 2020
Statement authorised by	
Universal catch Up Premium lead	C Stansfield
Governor lead	K Lambert

Strategic aims for Universal Catch Up Premium

Strategic aim	EEF priority	Government curriculum expectation
Continuity of quality first teaching	1a	1
GL assessment to identify gaps in learning and baseline	1b	1
Supper Club (PK)	2a; 2b; 2c	2
Inclusion mentor roles	3a	
GCSE Pod (Yr 11); (Yr 10) (JL)	1a	6
Laptop chargers in classrooms	1a	1
Visualisers in classrooms	1b	1

Strategic plan for Universal Catch Up Premium

Action	Lead	Cost	KPI – June 2021	Monitoring
Continuity of quality first teaching provision	CS	£50,000	Budget is balanced and school has stayed open despite high levels of staff absence	CS

<u>After college catch up club for yr11</u> Employ x1 staff (TLR?) to facilitate sessions - Facilitate learning/support and ensuring targeted students attend regularly. To meet JL regularly to demonstrate progress to narrow gaps in subjects. Lead will have access to GCSEpod for sessions.	PK/JL	£3000 staffing	Targeted students will have regular access (through an extended day) to sessions that will address gaps in their learning caused by the college closure. After college sessions will provide resources, support and a specialist team for those most in need of it. The impact of these sessions can be measured through attendance, progress in subjects and gaps in their learning diminishing – through JL gap tracker metric and discussions with HOD	Via SLT meetings
GL assessment to baseline – (Year 7) Package to test Yr – reading, spelling and CAT 4 + dyslexia screener	EP	£3500 approx - awaiting confirmation from GL	1b – accurate baseline data to inform retrospective KS2 results and KS4 predictions. Information to enable targeted intervention	EP
GCSE Pod (Yr 11); (Yr 10)	JL	£12,500	All KS4 students will be able to access entire GSE courses via app – laptop or mobile phones – remote learning is	CS outcomes meetings

			possible. Student progress and engagement can be tracked. GCSE pod can provide tier 1 catch up intervention, enabling KS4 teachers to focus on booster sessions for more vulnerable learners	
Appoint Inclusion mentors	EP	£16,000	Create additional capacity for inclusion/ behaviour team, enabling DSLs to work through extensive case load, while supporting behaviour and attendance functions	
Visualisers x48 classrooms	NT	£13,800	<p>Essential in supporting with the delivery of outstanding lessons- enabling a teacher to model and share best practice from the front of the classroom in line with new Curriculum best practice.</p> <p>Improving classroom pedagogy and essential feedback to students to facilitate accelerated progress in all lessons.</p>	Via HODs/ link meetings and SLT QA systems
Laptop chargers in every room	HR	£1540	Laptop charger for each room – enabling mobile teachers to begin lessons more swiftly after moving from one room to another	

