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**COVID-19 catch-up premium report****COVID-19 catch-up premium spending: summary**

SUMMARY INFORMATION			
School	Bishop Perowne Church of England College		
Total number of pupils:	899.5	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£71,960		

## STRATEGY STATEMENT

The Government COVID-19 catch up premium has been established to mitigate the effects of the unique disruption caused by the coronavirus. The grant is provided for 2020-21 academic year. It is for schools to decide how to use the funding in a way that suits their cohort and circumstances to support students in catching up on missed education. The expectation is that the approach should be evidence based.

Bishop Perowne Church of England College's main aims in using these funds are to:

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

To support schools to make the best use of funding the Education Endowment Foundation have published a support guide which identifies and includes best practice for support in the following areas:.

[https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19\\_Resources/Covid-19\\_support\\_guide\\_for\\_schools.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf)

<https://educationendowmentfoundation.org.uk/covid-19-resources/guide-to-supporting-schools-planning/>

Strategy Area	Specific Strategies
Teaching and Whole School Strategies	<ul style="list-style-type: none"><li>➤ Supporting great teaching</li><li>➤ Pupil assessment and feedback</li><li>➤ Transition support</li></ul>
Targeted academic support	<ul style="list-style-type: none"><li>➤ One to one and small group tuition</li><li>➤ Intervention programmes</li><li>➤ Extended school time</li></ul>
Wider Strategies	<ul style="list-style-type: none"><li>➤ Supporting parents and carers</li><li>➤ Access to technology</li><li>➤ Summer support</li></ul>

## BARRIERS TO FUTURE ATTAINMENT

### Academic barriers and external:

A	Literacy. Studies have shown that students' literacy has been severely affected by the school closures resulting from the Covid-19 pandemic. With some studies suggesting children have lost as much as 30% of their "usual" progress in reading. Also, Ofsted's findings indicate that there is a concern about 'forgotten and lost learning, especially in literacy'.
B	Support in key subject areas (Maths, English and MFL). Studies have also shown that these three subject areas have been affected by the school closures. Ofsted's findings highlight that 'in secondary schools, literacy and mathematics were a concern'.
C	Independent learning. Students for many reasons may have to self-isolate and it's vital they understand how to access the work and complete it to their best ability. It's also important the work provided is accessible and support is available.
D	Attendance to school. Students and their families may be anxious about their return to school. It is important to build their confidence for a safe return and improve their understanding of why attendance is so important to the students' achievement.
E	Ofsted's findings state there was 'concern about the resilience and need for social and emotional support.'

## AREAS OF PRIORITY FOR CATCH UP

Area of Priority		Method of measuring impact
A	Accelerated progress in students' literacy	All students to make accelerated progress and a high percentage of students to reach (at least) their chronological reading age
B	Improved attainment and rates of progress (progress 8) in KS4. In particular, the attainment and rates of progress in English and Maths.	Year 11 students to achieve an overall progress 8 score in 2021 which is the same as or higher than the progress 8 score in 2019. ▪ Students in Years 7 – 10 to be making progress at least in line with the same year groups in 2018/19.
C	Improved engagement in independent and home learning tasks..	Homework completion rates improved on 2019/20. Proportion of students accessing their home learning (when required) improved from March-July 2019/20
D	Increased attendance for all students	Reduce the number of persistent absentees (PA) and improve the rates of attendance for all students.
E	Improved mental health for all students	Reduced numbers of students exhibiting a lack of resilience and well being through behaviours such as truancy and aggression or conditions such as depression or anxiety

**BREAKDOWN OF ACTIONS**  
Teaching and Whole School Strategies

Description of Intervention	Target year group	Cost	Intended Outcome	How impact will be measured
Strategy focus on 'paying attention ( Starts and STAR) to support good learning on return.	All years	None	Settled classrooms leading to improved progress	Low level behavior data Learning walks Student voice Staff voice
Summer term focus on high expectations and culture in the classroom	All Years	None	Settled classrooms leading to improved progress	Low level behavior data Learning walks Student voice Staff voice
Action CAT tests from GL Assessments in Maths, English and Science	Years 7, 8 &9	£8,910	To provide a starting point on students levels of understanding at a point in time to assist in future measurement of attainment	Progress measures for Years 7 summer 2021
Employment of an English Tutor through the National Tutoring Programme	Years 7 -10	£2,500 ( contribution to on costs- tutor is grant funded for Gross costs(	To provide support to fill gaps in content and skills thus improving progress	Improved English progress and attainment.
Reintroduction of DEAR	Years 7 - 10	None	To provide regular opportunities for students to engage with reading appropriately challenging texts	Improved reading age scores
Whole school and individual training for staff on the use of TEAMS as a single platform for remote learning	All	None	To ensure lessons are set in a consistent manner enabling students to access learning easily.	Improved engagement with remote learning

**BREAKDOWN OF ACTIONS**  
Targeted academic support

Description of Intervention	Target year group	Cost	Intended Outcome	How impact will be measured
Summer term catch up sessions for year 10's moving into year 11	Year10	£3,712	Face to face teaching of key remote learning concepts, thus reducing gaps	Year 10 progress data
Provide additional teaching session from 3 till 4 to provide additional catch up	Year 11	£16,722	Face to face teaching of key remote learning concepts, thus reducing gaps	Year 11 GCSE results
My Tutor 300 1:1 sessions through a National Tutor Provider	Year 11	£6,300	Reducing gaps for students of greatest concern in English and Maths	Year 11 GCSE results in English and Maths
Small group interventions through the National Tutor Programme focus on Maths and English	Year 7&8	£5,000 school contribution	Reducing gaps for students of greatest concern in English and Maths	English and Maths progress data
Small group interventions through the National Tutor Programme focus on Maths and English	Year 9	£5,000 school contribution	Reducing gaps for students of greatest concern in English and Maths	English and Maths progress data
Additional Maths and English intervention run during tutor sessions.	Year 7 -8	None	Reducing gaps for students of greatest concern in English and Maths	English and Maths progress data
Provide additional reading support through extended hours of existing Teaching Assistant	Year 7-8	£2,500	Reducing literacy gaps for students of concern.	Improved Reading age scores

Increased use of ACE for small group learning for most challenging students	Year 7-9	£2000 in additional TA hours	Supporting the engagement with lean ring of our most challenging students	Attendance Behavior data Progress scores of relevant students
Purchase of new Reading resources to support reading interventions	Year 7-9	£500	Enable more effective reading interventions	Improved reading age scores
Increased reading interventions ( run after school and at tutor time)	Year 7 -9	None	Target greater number of students for reading support	Improved reading age scores.
Regular trawling of student body to ascertain who lacks the technology to enable them to access remote learning successfully – appropriate allocation of govt funded laptops	All	None – govt funded devices	Enables larger numbers of students to access remote learning, therefore minimizing gaps in knowledge.	Improved engagement with remote learning,

**BREAKDOWN OF ACTIONS**  
Wider Strategies

Description of Intervention	Target year group	Cost	Intended Outcome	How impact will be measured
Purchase of Revision Guides to support remote learning programmes	Year 7 & 8	£7,928	Improve engagement with retrieval practice for all students	EBACC progress data
Employment of additional Pastoral staff to support the emotional and mental well-being of students to improve attendance and provide support to parents	All year groups	£8,000	Improved behavior and well being of students	Behaviour data
Additional support for Pupil premium students	All Year Groups	£5,000	Improved engagement with lessons for PP students Improved attendance for PP students Improved progress for PP students	PP behavior data PP attendance data PP progress data
Temporary employment of clinical Psychiatrist	All Year Groups	£5000	Improved mental well being of identified students	Attendance, progress and behavior data of identified students
Positive behaviour groups	Years 7 - 10	None	Improved behavior and engagement of identified students	Behavior data of identified students
Friendship groups	Years 7- 8	None	Reduce negative views of school and friendships therefore improving attendance and engagement for identified students	Attendance data for identified students

TA 'set up' sessions	Years 7 - 10	None	Improve engagement of identified students	Behaviour data of identified students
Managing anxiety groups	All Year groups	None	Reduce anxiety levels for identified students thus improving attendance and engagement	Attendance of identified students Student voice
Redesign of reintegration process following an FTE	All Year groups	None	Ensure effective plans are in place on return from FTE to reduce chance of a repeat FTE	Repeat FTE data
Year 11 Focus on 'Next steps' once assessment window has closed.	Year 11	None	Ensure Year 11 students are well prepared for post 16 study	Student voice
Increased use of Aspire ( specialist referral provision)	Year 7 -10	£10,000	Ensure identified students get specialist support Reduce disruption to classes.	Aspire reports
Additional support for attendance team during morning session enabling greater number of HV to take place.	All Years	None	Reduce anxiety around school return	Attendance data
Enhanced CIAG programme for Summer 2021 aimed at increasing motivation and engagement in students	Years 7 - 10	£1000	Improve motivation and engagement – remind students of the 'point' of school.	Student voice