

Catch-Up Premium Plan

School: King Arthur's School

Summary information

School	King Arthur's School				
Academic Year	2020-21	Total Catch-Up Premium	£ 29200	Number of pupils	366

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 most affected. The aggregate impact of lost time in education may be substantial in some cases, 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 (Please indicate issues/barriers below where relevant)

Maths	Understanding the ability of our new Year 7 intake without SATS scores KS3 Maths intervention needed to help close the gap for our most vulnerable learners following lockdown Apply intervention needed to support underperforming students as identified from the Year 10 PPE's completed during the school closure. Ensure intervention for KS4 students aspiring for further Maths qualifications Gaps in Year 8 who's data indicate the need for more support.
Writing	Understanding the ability of our new Year 7 intake without SATS scores KS3 English support to help close the gap for the most vulnerable learners in English Gaps in curriculum as identified by each Curriculum team leaders
Reading (including phonics)	Following lockdown KS3 reading ages have identified the need for intervention across Years 7/8/9 Identified KS4 students to be selected for Reading Age boosts using Sound Training Reading schemes to be introduced into the Nurture Pathway
Mental health	Increase in students requiring social and emotional support Impact of students who have adversely been affected outcomes of Covid Wellbeing: Concerns around anxiety and safeguarding issues following the lockdown period
Behaviour	Ensure students to be re-familiarised with routine and boundaries of school Students to be supported in new school structures/lunchtimes and timetables Students to be aware of the importance of the Covid rules in classrooms and around schools
Other	Ensuring parental engagement levels are maintained during this period. Including parent's evenings. Ensuring all students can access online learning at home Ensuring no gaps 'careers and further education' advice and guidance Readying the school for further home learning needs (E.g. a second lockdown) Ensuring our SEND/PP students are making progress

Planned expenditure - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools. You may not consider it necessary to devise strategies and implement actions across all areas. Please remove or leave blank if this is the case. An example is provided in each case for illustrative purposes. Create extra rows as required.					
i. Teaching and whole-school strategies					
What's the specific issue?	What are we going to do about it and what will it cost?	Desired outcome	Staff lead	Review date?	Is it working? (monitor at Christmas and Easter) RAG
1. Low-level misbehaviour Following lockdown, some pupils did not follow school rules as well as they did before lockdown. Generally, pupils need to feel part of the school culture again. Some need reminding of rewards and sanctions	Remind pupils of the school behaviour policy in lessons and ensure that staff apply it consistently. SLT to monitor. No Cost	The behaviour of some pupils will improve, in accordance with the policy because they will be clear about boundaries, enforced in a consistent way by staff.	All	Dec 20	
2. Quality First Teaching in all lessons.	Recent appointment of Assistant Head (KM) to oversee L&T. This will involve regular and robust learning walks, book looks and student voice. Supported through extensive use of Inset/Twilight and Thursday morning briefings to support QFT. Central school budget	The quality of teaching across the school will improve as a result of the work of the AHT and developed curriculum to suit the need of all students and in accordance with the school improvement plan.	KM	H/T	
3. Cutting out unnecessary disturbance of learning time.	Restructure of school start time, entrance points and lunch arrangements. Universal seating plans used across school to create a consistency. Intervention takes place in PE or non-core lessons.	Structures of the school day has allowed for greater flexibility amongst the curriculum design and also support the behavioural and emotional needs of the students.	JJ	Dec 20	

	No cost	Intervention implemented in non core subject lessons.			
4. Development of the curriculum staff.	Appointment of two qualified teachers in the role of Learning Mentors to further strengthen the provision and support to students. These staff are to support in lessons and deployed to assist the most vulnerable learners. Funded part PP budget, part central budget, part accounted below (£8660)	Additional expertise added to the SEND team to support the growing needs and to support the closing of the gap for student across the school.	GC	Dec 20	
5. Development of the Nurture pathway for 2020/21. has been extended to Maths/English/Geography/History and RE lessons to reduce the size of the group for low ability students in KS3. To fully prepare students for GCSE's	Nurture Group Pathway (12 students in each of Year 7, 8 & 9) Small group delivery by nurture group specialists to support the delivery of the national curriculum in. In Maths/English/Geography/History and RE lessons to reduce the size of the group for low ability students in KS3. To fully prepare students for GCSE's Central school budget - curriculum	All students make a greater level of progress as a result of specialist teaching and smaller class sizes. Behaviour will also improve as students educational needs will be met more easily.	GC	Termly	
6. Year 7 Introduction of Learning to Learn lessons designed to support students understanding of metacognition and own learning.	Delivered for 1 hr per week to the whole Year 7 cohort. Delivered by SLT within the school. No cost	Year 7 students to have a more in depth understanding of the process of learning, how they learn effectively and strategies used to support individual learning.	GC	Feb 20	

7. Introduction of Deputy HOY to support the tracking of whole year group attainment, behaviour and well-being.	NC/JS/CS added to the pastoral team to support the needs of students within the school. No cost – utilising UPS3 wider responsibilities appraisal target	Staff added to the pastoral structure to ease the pressures and support the new behavioural and emotional concerns as a result of the national lock down.	JJ	Dec 20	
8. Continue the tracking of home learning engagement to keep up the positive momentum that was created during lockdown	The school will ensure all students/parents are familiar with Google Classroom and are accessing work. No cost	Home learning will improve the independence of our students as well as support progress when it comes to key assessment points	KM	DEC 20	

ii. Targeted approaches					
What's the specific issue?	What are we going to do about it and what will it cost?	Desired outcome	Staff lead	Review date?	Is it working? (monitor at Christmas and Easter) RAG
9. Narrow the gaps in KS4 and boost the confidence of Year 11 students to support their GCSE's. Ensure students achieve their target grades. Year 11 After school History, Maths, Science, club each week to support students identified students Year 10 History/Science/Maths intervention group for one	<u>Small group intervention</u> Appointment of intervention teachers to support Years 10 and 11 across History, Science, English and Maths. The intervention takes place during the school day but additionally in after school enrichment. £5,700.00 £7,416.00 £4,750.00 Cost – 17,866	Data indicates that all students are achieving their target grades or improving/narrowing their individual gaps. Intervention allows them to improve their confidence. The intervention will support the work going on in the classroom. Intervention supports the aspirations of students	GC	Dec 20	

hour per week to support students. Year 11 & 10 Free Standing Maths qualification delivered to HPA students.		striving wanting to study A level Maths.			
10. KS3 English and Maths intervention teachers.	<u>4:1 small group intervention</u> Appointment of two specialists for one day a week to deliver small group Maths and English intervention. These sessions will be directed by the CTL and targeted work assigned. 10 extra hours per week. £8,660	The intervention will support the English and Maths department. Close the gaps of Year 7 students and bring the Year 8 and 9's in line with target grades.	GC	Each H/T	
11. Support the progress of KS3/4 students using an online tutoring programme. MyTutor.	<u>3:1 small group intervention</u> Thirty students to start online learning using a 3:1 group session across English/Maths/Science for 15 sessions. £1700	Data will indicate that all students are achieving their target grades or improving/narrowing their individual gaps.			
12. Reading and Spelling (NGRT) assessments for the whole of KS3 to identify future intervention.	<u>Key Stage 3 – Reading and Spelling Screening</u> Student data analysed by GC/LH/AL and intervention groups created such	Will identify those students requiring bespoke wave 2 and 3 intervention. This may include ILI/IDL or Sound Training.			

	as Nurture/Sound training/IDL/Small group. £300				
					Total budgeted cost (from where?): £

iii. Wider strategies					
What's the specific issue?	What are we going to do about it and what will it cost?	Desired outcome	Staff lead	Review date?	Is it working? (monitor at Christmas and Easter) RAG
13. Identified students to be directed to attend after school home learning and revision session supported by SEND team.	Homework club to support students who have limited access to technology or struggle with home learning. Students to be supported by the curriculum one team every Thursday. Staff directed time – central school budget	increasing the likelihood that parents can sustain home-learning.	GC	Feb 21	
14. External providers used to support the Social/Emotional Wellbeing for key students.	REACH programme utilised to work with students at school. Strategies identified to be carried into the classrooms. Ryland's Farm. Three students currently accessing off site provision for one day per week. 10% - £500	Students show an improvement in their emotional wellbeing and this is supported in an increase in attendance and behaviour.	AC/GC	Dec 20	
15. Increased offer of ELSA/Social skills	Students receive either a 30m or 1hr session every week by trained staff.	Students show an improvement in their emotional wellbeing and	GC	Every six weeks	

support for vulnerable students.	Session focus on bespoke and personalised work for the individual. £300	this is supported in an increase in attendance and behaviour. This is recognised by staff and students.			
16. Maintain a Curriculum One tutor group for vulnerable students across KS4	Students who struggle with the transition into the school day or become dysregulated frequently without robust structure and class climate control are supported before school and allowed entry to C1 at break and lunch times. C1 tutor group have a 30-minute tutor time every day. No cost	These students feel happy and secure in a smaller nurturing environment supporting their transitions throughout the day. Dramatic fall in emotional and behaviour incidents due to unsupported social situations. Students provided with breakfast and organisational support to transition into the day. Resulting in a smoother transition into the day.	GC	Dec 20	
17. Supporting the welfare, attitude and resilience of Year 7 learners.	Delivery of Building Resilient Learners qualification to all of Year 7. Series of 7 hours of workshops supported learning journals provided by Exeter University. No cost	Students develop their independence and resilience to learning challenges that they may face. This will also include an improved attendance for the Year 7 cohort	GC	Spring term	
18. Excellent careers advice and provision for Year 11 students to support their next steps.	Careers advisor to support Year 11 in school hours and support the application process. From Central School budget	All students to have had at least one careers interview. Been supported in seeing virtual open days and college and sixth form providers. Allowing them to make applications.	GC	Weekly	

	Cost paid through Covid Catch-Up	£29.026
	Cost paid through other school budget sources	£