COVID-19 catch-up premium spending: summary

The government COVID-19 catch-up premium has been established to mitigate the effects of the unique disruption caused by coronavirus. The grant will only be available for the 2020-2021 academic year.

Schools should use this funding for specific activities to support pupils to catch up for lost teaching time over the previous months. To support schools to make the best use of the funding, the EEF has published a support guide:

https://educationendowmentfoundation.org.uk/guidance-for-teachers/covid-19-resources#nav-covid-19-support-guide-for-schools1

A summary of their best practice is as follows:

Overall strategy area	Specific Strategies
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 parents and carers Access to technology and resources Summer support

As with all government funding, school leaders and governors must be able to account for how the money is being used. Therefore, the impact and spending strategy for this catch-up premium will be reviewed annually. When Ofsted re-commence routine inspections, they will make judgements about the quality of education being provided which will include how you are using the funding to ensure the curriculum has a positive impact on all pupils.

COVID CATCH UP PREMIUM STRATEGY OUTLINE	
School Name	Bingley Grammar School
Headteacher	Luke Weston
Amount of Covid-19 Catch Up Premium 2021-22	£123,280
Amount of catch-up premium received per pupil:	£64

Planned expenditure for current academic year 2021-22

Strategy Area	Specific strategy	Success Criteria	Staff lead	How will you make sure it is implemented well
Teaching and whole-school strategies	Teaching- ensuring quality first teaching and maintaining consistency and continuity of staffing levels.	Pupils had access to qualified staff throughout lockdown. Since lockdown, no year groups or classes have to be sent home due to lack of staffing.	LAW	All classes within school, none sent home as staffing levels maintained.

Strategy Area	Specific strategy	Success Criteria	Staff lead	How will you make sure it is implemented well
Teaching and whole-school strategies	Staff to be trained on the effective use of google classroom	Staff and students interact with work to show areas of development and attendance maintained.	JRS SLR BQM	Quality assurance monitoring of lessons through drop-ins, paired observations and feedback in books
Teaching and whole-school strategies	Staff CPD to further develop remote learning in the event of future lockdowns/ improve teaching styles when returning to face to face teaching through implementation of Rosenshine	Staff identify which elements of remote learning are beneficial to keep. Resources developed through remote learning. Whole school CPD on Rosenbshine and to re-engage pupils to prevent passivity in lessons after lockdown.	ASD CPD TEAM	Staff survey will identify areas of strengths of remote learning. QA of lessons will identify best practice which will be shared during CPD sessions (undertaken by HOY)
Teaching and whole-school strategies	Improving Literacy at KS3: Read Aloud Programme	All students at KS3 to have specific reading lesson timetables to improve comprehension and reading stamina	HFP KAH MZH	Student Voice

Targeted approaches	Twilight group tuition for Y11 targeted at students in mathematics, English Lit and Lan, Science, MFL, History and Health and Social Care	Progress made in those areas of tuition. After school interventions. Improved attendance because students feel supported.	DCA/ MZH	Registers taken by tutors and monitored by Heads of Depts
Targeted approaches	Support all students with accessing National Tutoring Programme	Identified students have access to the NTP programme during after school hours in school or via online learning at home. Main focus on vulnerable students who are unable to use public transport to get home.	MZH	A register of attendance will be coordinated through the tutors. All Year 11 Pupil Premium students to be interviewed and choose which subjects they want to be tutored in. Staff placed with students and maintained and updated regularly.

Strategy Area	Specific strategy	Success Criteria	Staff lead	How will you make sure it is implemented well
Wider strategies	Chromebooks provided to ensure fair and equal access to education for all, particularly disadvantaged pupils. And those identified as vulnerable.	All students have the necessary equipment to access remote learning opportunities.	MMA	Students' chromebooks monitored. School has remote access to chromebook to ensure safeguarding.
Wider strategies	Many families suffered financial hardship due to loss of earnings during the periods of lockdown causing considerable stress and anxiety to many families. To mitigate this Arena Academy established weekly food banks to help those in need	Food parcels delivered and pupils able to concentrate and attend their online lessons	MMA	Food parcels delivered. Work with pastoral and year group leads to ensure correct families are supported.

Wider strategies	Students in all years need to be provided with the correct resources to be able to access resources to enable them to study both with their tutors and independently	Students in Years 10 and 11 to be given revision guides in all subjects studied at KS4 to maintain equality and access to education for all.	MZH	Students in Y11 to have access to all resources in order to support their GCSEs. Core subjects in Y10.