

COVID catch-up premium report

Summary Information					
Bodmin College					
Academic Year	2020/21	Total number of pupils	1206	Total Catch-Up Premium allocation	£102,080
				Additional Bodmin College Contribution	£20,904
				Total Planned Expenditure	£122,984

Strategy Statement	
<p>'Catch- Up Premium' funding is available to schools to enable students to catch up following the disruption to their education caused by COVID-19. Bodmin College will use their allocation of funds across a 2-year period to fund specific strategies that support our students in catching up any lost learning and development resulting from the Covid19 pandemic. The extension of the planned expenditure into the second academic year allows longer term planning and consistency for students whilst also ensuring rapid intervention. In line with DfE guidance, this strategy will ensure that every young person, no matter their age, circumstances or postcode, receives the education, opportunities and outcomes they deserve, by investing our time and funding on measures proven to be effective, particularly for those who are most disadvantaged. Education is not optional and the curriculum must remain broad, balanced and ambitious and these principles must extend to remote learning provision.</p> <p>To implement our catch-up premium strategy, we will:</p> <ul style="list-style-type: none">• Identify which students need additional support using diagnostic tools to assess understanding, engagement and well-being.• Prioritise high quality teaching in the classroom through professional development and effective remote learning.• Target academic support to improve progress using structured interventions such as small group tuition and one-to-one support.• Use wider strategies to overcome non-academic barriers to success by providing students with support for their emotional and behavioural needs whilst working closely with families.	

N.B Due to the overlap in approach between Bodmin College's catch-up strategy and pupil premium strategy, these two documents should be reviewed together alongside the tiered approach model which can be found within this document.

1 Teaching

A whole school focus on quality first teaching supported by evidence ensuring that students are able to participate and engage with learning activities which result in increased attainment.

Whole school CPD programme where every teacher is supported and prepared. Training is focused on the effective use of technology. Early career teachers, who may have had their practice curtailed by school closures, are made a priority.

Continue to offer students a curriculum that is broad, balanced and engaging.

Deliberately reduce staff workload and allow additional time for staff to assess students and provide effective feedback which also allows for timely intervention and targeted support.

Mastery Curriculum in Maths and English.



2 Targeted Academic Support

Specialist teacher of literacy to provide 1:1 and small group support in English and other EBacc subjects

Specialist STEM Tutor (Catch up) to provide 1:1 and small group support in STEM subjects.

Numeracy interventions

Deployment of TAs

Maths Catch- Up (tutor time/lunchtime)

Reluctant Reader Programme

National Tutoring Programme

3 Wider strategies

Counselling

Fully staffed well-being centre

Nurture provision

Enhanced year 7 transition

Enrichment and Transition Programme for Year 11

Raising Aspirations Programme

Pastoral Support Worker

Family and Education Coordinator (SEN)

Digital Literacy Support for students and parents

SORA reading app

Adapted from the EEF Guide to supporting school planning 2020-21 (Tiered Model)

Teaching and Whole School Strategies					
Action	Desired Outcome	Evidence and Rationale	Monitoring	Staff Lead	Jan Lockdown Implications
Quality First Teaching	Students are able to participate and engage with learning activities resulting in increased attainment.	DfE, EFF and Sutton Trust recommendations state that high quality teaching learning has the highest level of impact on student attainment.	College monitoring program includes focused learning walks/ well-being & good practice walks directly informing CPD and wider College Improvement	SN/JAG	Additional CPD and sharing of good practice with regards transferable skills and adaptations required from classroom to screen.
Whole staff CPD	Every teacher is supported and prepared for the new year. Training is focused on high quality teaching and learning including the effective use of technology. Early career teachers, who may have had their practice curtailed by school closures, are made a priority.	Guidance from the EEF suggests that providing opportunities for professional development- for example, supporting curriculum planning or focused training on the effective use of technology- is likely to be valuable in supporting students to catch up post Covid.	CPD is directly influenced by the college monitoring program which also provides a means to monitor impact Performance Development/ Management targets	JAG	Mind the Gap and effective use of technology remain the key CPD foci for all staff. Additional 1:1 support for staff where required. Coaching conversations.
Additional Assessment Time	Additional time is set aside within staff contracted time to assess pupils' learning needs and hence make it easier for teachers and other support staff to provide effective support.	EEF guidance suggests that 'providing pupils with high quality feedback, building on accurate assessment is likely to be a particularly promising approach to catching up.	Regular monitoring of APs	SV	None- high quality feedback continues to be provided remotely Lack of engagement is logged by staff and

	Additional time is also allocated for providing pupils with high quality feedback.				monitored/reported to parents by tutors.
Smaller English and Maths class-sizes for students most in need of recovery support	Smaller classes in sets requiring the most support to allow teachers to provide increasingly individualised approaches and greater attention for each student resulting in improved outcomes for students	EEF evidence suggests whilst smaller class sizes in general has a limited effect, reducing class sizes to fewer than 15-20 students can result in three months' additional progress for pupils, with larger/clearer impact classes smaller than 15.	Monitoring of AP data by English and Maths department	SN BJE	None – students remain in same classes for remotely learning provision
Mastery Curriculum in English	For students to improve their understanding of English and Literacy and their oracy.	This curriculum has gained national acclaim and an initial EEF empirical study showed that under the English Mastery approach students made more progress than through the standard English curriculum. Six annual visits from external assessor (ARK Academy) with associated reports on progress.	Monitoring of AP data by English department	BJE/DM	None- students continue to follow the mastery curriculum in English, remotely.
Mastery Curriculum in Mathematics	For students to improve their understanding of mathematics and numeracy, following a curriculum which secures foundations before being built upon, filling in 'gaps' that were either not	This curriculum has gained national acclaim and their own empirical study showed that under the Maths Mastery approach students made more progress than through the standard maths curriculum. Internal data from first two	Monitoring of AP data by Maths department	SN/DM	None- students continue to follow the mastery curriculum in English, remotely. Remote learning resources provided by White Rose Maths are an integral

	previously grasped or are as a result of school closures.	years shows improved progress in all sets, but particularly sets 2, 3 and 4. The EEF state that it is important to 'ensure that new material being covered builds on secure foundations' which is the intent of the mastery curriculum. The White Rose secondary scheme includes some KS2/3 overlap, so any material that may have been missed at the end of Year 6 will be covered during Key Stage 3.			part of the remote learning offer.
				2020-21 Planned Expenditure	£17,000
				2021-22 Planned Expenditure	£30,975

Targeted Academic Support					
Action	Desired Outcome	Evidence and Rationale	Monitoring	Staff Lead	Jan Lockdown Implications
Literacy Catch-Up Support	Targeted students make additional progress with their literacy (students with an average SATs score below 100)	As groups are small, the lessons can be highly personalised and directly address students' needs. The curriculum is flexible, so more time can be spent on areas of need including those studied during the school closure. The EEF shows that such small group work can increase students' progress by 4 months.	Monitoring of AP data and reading tests by English department	BJE & KS3 English lead	Literacy provision continues remotely.

Additional HLTA Support in Lower Sets in English (including phonics support)	For students to improve their understanding of literacy, filling in 'gaps' that were either not grasped at Primary School or are as a result of school closures.	The EEF shows an increase in progress of 4 months for students who undertake phonics. Our college analysis shows that phonics continually to improve students' reading abilities.	Monitoring of AP data and reading tests by English department	BJE and KS English leads.	Some phonics teaching continues face to face in school for our most vulnerable students.
Literacy Specialist Face-to-Face Small Group Tutoring (0.2)	Improved grades within GCSE History classes as well as Year 10 English Literature. Improved behaviour and engagement in year 8 English lessons. Improved literacy levels in year 7 students.	The EEF suggest that staff should be well trained and highly qualified. The use of a member of current teaching staff who has an overview of the whole school literacy needs is a deliberate approach to make improvement in this area.	Regular assessment of AP data. Regular monitoring of achievement and behaviour points within individual subjects.	HoDs	Literacy support and intervention continues throughout the lockdown and second period of school closures. A different priority list of students is identified based on current need. The reluctant readers programme is paused and daily support with instruction drop in sessions via MS teams is offered in place of this.
Specialist STEM Face-to-Face Small Group Tutoring (0.4)	Improved outcomes within Maths, Science and Geography.	The EEF suggest that staff should be well trained and highly qualified. Employing a STEM graduate to support with this is likely to also increase aspirations. As groups are small, the lessons can be highly personalised and directly address students' needs including any gaps in their	Regular assessment of AP data. Regular monitoring of achievement and behaviour points within individual subjects.	Monitored by individual departments.	Maths and Science support and intervention continues throughout the lockdown period. A different list of students is identified based on current need.

		understanding from school closures.			
National Tutoring Programme	Improved outcomes for students, initially year 11.	The EEF shows that 1:1 and small group tutoring can increase students' progress by 4 months.	Pre and post testing.	Pearson and HoDs	N/A begin April 2021
Digital Literacy Support for students (and parents)	Students engage with and feel empowered by technology using it as a tool to support their learning, both remotely and on their return to school. Short videos are available on the website and are accessible for students.	EEF: Monitoring how technology is being used including by checking that all learners have the skills they need to use it effectively, is likely to reduce the risk that technology becomes a tool that widens the gap between successful learners and their peers.	Student/parent technology surveys Remote learning engagement data	CG	The need for this has increased as a result of increased remote learning and re-deployment of staff has facilitated this as a priority. Parent MS Teams session.
				2020-21 Planned Expenditure	£35,092
				2021-22 Planned Expenditure	DfE NT Recovery Fund

Wider Strategies					
Action	Desired Outcome	Evidence and Rationale	Monitoring	Staff Lead	Jan Lockdown Implications
Additional teacher/ HLTA/ PSW time to assist with pastoral and SEMH support	1:1/small group support for students with particular SEMH needs. Aiming to develop a positive school ethos, better relationships with peers, staff, families	EEF: Social, Emotional Learning (SEL) interventions have an identifiable and valuable impact on attitudes to learning and social relationships in	Intervention reports used in conjunction with AP data and behaviour/ achievement points	SENDCo VP Pastoral	Year 6 face-to-face transition opportunities limited so increased virtual alternatives MS Teams tutorials & redeployed staff to work with families

	and the community to support greater engagement in learning	school. They also have an average overall impact of four months' additional progress on attainment			
Additional Family Education Support Worker	<p>Increased parental engagement and community links.</p> <p>Increased attendance at parents' evenings.</p> <p>Improved outcomes for students, especially those with SEND.</p>	Evidence from the EEF suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.	<p>Monitoring of parents' evening data.</p> <p>Monitoring of APs and performance data, behaviour, attendance and achievement data, especially of SEN students.</p>	SENDCo	N/A begin Spring term 2021
Secondary Ready HLTA	Targeted and strategic support for Year 6 into 7 students	EEF research on TAs delivering targeted interventions in one to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3).	Monitoring of APs, reading ages, achievement and behaviour data.	SENDCo	Further school closures in January have affected Year 6 students. Rising infection rates in June have impacted upon the wider transition programme
2020-21 Planned Expenditure					£10,845
2021-22 Planned Expenditure					£29,072

