



Catch-Up Premium Plan: George Abbot School

| Summary information | | | | | |
|----------------------|---------------------|-------------------------------|-----------------|------------------------------------|-------|
| School | George Abbot School | | | | |
| Academic Year | 2020-21 | Total Catch-Up Premium | £124,228 | Number of pupils | |
| | | 11-16 | £119,200 | 11-16 | 1490 |
| | | 16-19 | £5,028 | 11-19 students @£150/ pupil | 33.52 |

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 hardest hit. The aggregate impact of lost time in education will be substantial, 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 Y7-Y11. Schools were also entitled to accept a calculated sum for students in Y12-13. For GAB this amount was £150/ pupil for 33.52 pupils (calculated by the DfE)

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 | EEF Recommendations |
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| <p>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.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>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.</p> | <p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> • Supporting great teaching • Pupil assessment and feedback • Transition support <p>Targeted approaches</p> <ul style="list-style-type: none"> • One to one and small group tuition • Intervention programmes • Extended school time |

| | |
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| | <p>Wider strategies</p> <ul style="list-style-type: none"> • Supporting parent and carers • Access to technology • Summer support |
|--|--|

| Identified impact of lockdown | |
|--|---|
| General | It has been noticed that many students are out of the "habit" of learning. |
| English | Noticeable decrease in literacy ability across all year groups and abilities. |
| Practical subjects e.g. textiles, photography | Completion of coursework has been impacted – students are behind where they would be expected to be at this stage of the year |
| Year 7 | Noticeable reduction in incoming stage of learning for Y7 due to lack of SATS preparation. MidYis results evidence this decrease. |

| Planned expenditure - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools) | | | | |
|--|---|------------------------|------------|-----------------|
| i. Teaching and whole-school strategies | | | | |
| Desired outcome | Chosen approach and anticipated cost | Impact (once reviewed) | Staff lead | Review date? |
| Online learning available for all students via SLE | <ul style="list-style-type: none"> • <i>New school SLE developed</i> • <i>All lessons uploaded in timely manner to enable students to access learning from home at any time £4,000</i> | | MCG/ BS | December 2020 |
| Uncertainty of childrens starting point due to lack of SAT data. Need to measure catch up initiatives to assess impact | <ul style="list-style-type: none"> • <i>Investment in assessment examinations/ tests throughout the year to monitor progress £11,400</i> | | JID/ KTO | |
| Total budgeted cost | | | | £ 15,400 |
| ii. Targeted approaches | | | | |
| Desired outcome | Chosen approach and anticipated cost | Impact (once reviewed) | Staff lead | Review date? |
| <u>1-to-1 and small group tuition</u> | <ul style="list-style-type: none"> • <i>Online tutoring delivered via MyTutor £40,000</i> | | JID/ JR | |
| <u>Extended school time</u> | <ul style="list-style-type: none"> • <i>Saturday school</i> • <i>After school drop ins for coursework once lockdown is lifted (small groups to maintain bubbles)</i> • <i>Additional revision sessions Feb/ Easter</i> | | KCC | |

| | <ul style="list-style-type: none"> • £10,000 | | | |
|--|---|---|-------------------|---------------------|
| Total budgeted cost | | | | £ 50,000 |
| iii. Targeted approaches | | | | |
| Desired outcome | Chosen approach and anticipated cost | Impact (once reviewed) | Staff lead | Review date? |
| <u>Supporting students in need</u> Children will have greater opportunities to access learning at home. Home-learning opportunities will not always require parents to engage with the activities, affording the children greater independence and increasing the likelihood that parents can sustain home-learning. | <ul style="list-style-type: none"> • <i>Purchase additional resources e.g. textbooks, equipment for students in need</i> • <i>2 additional HSLWs recruited for one year to support families in need and encourage attendance</i> • <i>Additional Counselling support for students struggling to cope with aftermath of Covid</i> • Total £24,400 | | RJG/ JID | |
| <u>Developing the school library/ encouraging literacy</u> Children in Y7 joining the school are exhibiting reading ages of 10 or below. Lack of engagement with literacy | <ul style="list-style-type: none"> • <i>Recruitment of specialist primary literacy specialist to ensure foundations of reading are embedded and reading ages are moved into appropriate age group £15,000</i> • <i>Investment into new books/ resources £3,000</i> | | JID | |
| <u>Access to technology</u> During the catch-up extended school provision, children can access additional devices so that they can rotate through discrete teaching, reading fluency and independent online activities. Teachers have laptops that are equipped with webcams and allow the teachers to access school-based resources from home. Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children. | <ul style="list-style-type: none"> • <i>Purchase 30 laptops and a trolley to be used for students isolating</i> • <i>Purchase additional webcams for classrooms and for teachers who are self isolating</i> • <i>Purchase visualisers for teachers whose subject specialism would benefit from this teaching aid as a means of delivering remote learning</i> • Total: £16,000 | | | |
| Total budgeted cost | | | | £ 58,400 |
| | | Cost paid through Covid Catch-Up | | £123,800 |