

Coronavirus (COVID-19): catch-up funding plan

2020/21

The DfE has allocated £650 million to be spent on ensuring all pupils have the chance to catch up and supporting schools to enable them to do so. Whilst headteachers will decide how the money is spent, the Education Endowment Foundation has published [guidance on effective interventions to support schools](#). For pupils with complex needs, schools should spend this funding on catch-up support to address their individual needs. There is also an allocation of £350 million for a National Tutoring Programme, intended to deliver proven and successful tuition to the most disadvantaged and vulnerable young people.

The DfE has also set out the following Curriculum Expectations, to ensure that all pupils – particularly disadvantaged, SEND and vulnerable pupils – are given the catch-up support needed to make substantial progress by the end of the academic year.

Education is not optional

All pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.

The curriculum remains broad and ambitious

All pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment.

Remote education

DfE asks that schools meet the following key expectations:

1. Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content...In particular, schools may consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading.
2. Aim to return to the school's normal curriculum in all subjects by summer term 2021.
3. Plan on the basis of the educational needs of pupils. Curriculum planning should be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills.
4. Develop remote education so that it is integrated into school curriculum planning.
Schools should set out how they will allocate the additional funding to support curriculum recovery this academic year. The EEF guidance suggests a 3-tiered approach:

1 Teaching

- High-quality teaching for all
- Effective diagnostic assessment
- Supporting remote learning
- Focusing on professional development

2 Targeted academic support

- High-quality one to one and small group tuition
- Teaching Assistants and targeted support
- Academic tutoring
- Planning for pupils with Special Educational Needs and Disabilities (SEND)

3 Wider strategies

- Supporting pupils' social, emotional and behavioural needs
- Planning carefully for adopting a Social and Emotional Learning curriculum
- Communicating with and supporting parents
- Supporting parents with pupils of different ages
- Successful implementation in challenging times
- Ofsted will conduct interim visits to schools and will discuss with school leaders how they are ensuring that pupils resume learning the school's curriculum, including contingency planning for the use of remote education and the use of catch-up funding

Catch-up plan

School name	Boldon School
Academic year	2020/2021
Total number of pupils on roll	912 students
Total catch-up budget	£45120

Addressing barriers to learning (curriculum gaps/ literacy and numeracy/ attendance/ well-being)

B1. Continued CPD for all staff to support remote teaching & learning and progress for students.

B2. Assess and identify gaps in curriculum knowledge.

B3. Ensure all staff and students have remote access to learning.

B4. Ensuring SEND are making social, emotional and academic progress.

B5. Identify careers and further education gaps and guidance.

B6. Rigorous assessment and intervention programme to support new Year 7 due to lack of SAT information.

B7. Improve attendance and PA for all students.

B8. Additional mental health support created for most vulnerable students.

B9. Increased parental engagement to be managed and maintained through virtual platforms.

B10. Ensure adequate staff levels are maintained throughout any Covid-19 pressures.

Teaching and whole-school strategies

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
Assessment Material for New Y7 Students.	To ensure that we have the correct information and assessment score for Year 7 to support learning and intervention.	Improved KS2 /KS3 Scores based on Maths and English assessment.	£1000	NBU AHT - timetabling / SHA - Faculty lead English / CRU Faculty lead Maths.	It has been successful with all students having adapted targets to begin making the required progress at Boldon.
Accelerated Reading Programme.	Increasing staffing and resources introduced to bridge the gap from Covid lockdown.	Improved reading scores for all students in Y7-9.	£1000	SHA / LMS - Librarian.	Improved accelerated reading scores since lockdown.
Reading Books.	To increase the amount of books in the school library for our students with accelerated reading programme.	Increased reading ages of students through varied and challenging reading material.	£2000	SHA / LMS..	Library is now fully resourced with a full time librarian and book stocks are very high.
Student Resource Packs.	All faculties produced home / school booklets for all year groups to support learning from home.	Greater engagement with remote learning.	£1000	Faculty leaders / resources team.	56% of parents and students engaged with paper based work during the first and second lockdown. Booklets have also been used in school to support learning.
Year 7-9 Intervention Strategy.	All students below target in Maths and English targeted for support with additional LSA/HLTA support.	Increased performance from selected students.	£2,000	NKO - SENCO / JWA - Deputy SENCO / DHT for achievement.	Intervention for all students identified as underperforming from our assessment period data. Current data showing good catch up with those selected students.

Staff CPD.	Whole school CPD programme to develop our Google for education programme.	<p>Google for education was introduced to whole school to develop improved teaching and learning programme for all staff and students.</p> <p>All staff and students have access to the programme</p> <p>Costs include subscriptions to Apps and resource bank, school cloud to support ICT development, virtual licences for zoom, loom etc.</p>	£8,000	INO (Headteacher) / SWE (AHT - Teaching and Learning).	All planning, assessment and curriculum resources delivered through Google. All staff have access to a laptop or desktop to support planning needs.
Total spend:			£15,000		

Targeted support

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
Lexia and Maths intervention.	After scrutiny of data, additional lexia and numeracy ninja's catch up sessions for selected students.	Most vulnerable students are given additional Maths and English sessions to improve target grades.	£1000	NKO / JWA.	Sessions have been weekly and the group has changed after each Assessment period.
All students were re-assessed to find out where any gaps of learning occurred.	To analyse the data and ensure that all students below target received further targeted support either in lessons or with intervention.	Increased assessment period improvements through targeted support.	£1000	AAY (Deputy Head Teacher).	We have increased our assessment period reporting to 3 data drops per year to monitor the improvement of students after Covid.

Revision Guides.	All Year 11 students were issued with a series of revision guides to support their revision, subject knowledge and achievement.	Increased subject knowledge and achievement.	£2000	AAY / SWE.	Booklets were essential for rebuilding confidence with learning after Covid and the uncertainty of whether the exam season of 2020/21 would happen.
Targeted Intervention for Year 11 Students.	Selected students given 8 week intervention programme with a school mentor and focus from all curriculum areas with homework, marking, assessment and intervention.	Boost progress 8 and attainment 8 score for selected students.	£1000	INO / AAY.	Students made a 0.5 average positive progress score from the selected intervention.
Total spend:			£5,000		

Wider strategies

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
ICT Infrastructure Support.	Improved WIFI, Capacity of school servers, switches, laptops, desktops and Boxlight projectors for improved access to ICT for both school and remote education.	Increased capacity of ICT within school to improve lessons and remote access to teachers.	£24,000 and the school fund to completely refurbish the school with improve ICT.	INO / SWE.	The school's very old ICT equipment was not fit for purpose when the pandemic hit the UK. We struggled in the first lockdown with access and remote learning due to the equipment from other investments.

Stationary Packs distributed to all students.	All students were given a stationary pack to support learning at home and in school.	Support our most vulnerable students as well as all of them with equipment.	£1,500 and all current stationery supplies.	LMI (Finance officer).	Support all students to improve attitudes to learning and teaching and learning.
Careers Programme for Year 11.	Remote careers opportunities for students particularly Year 11, remote meetings, seminars, college and post 16 interviews, connexions interviews and careers resources.	Continuation with excellent Non NEET figures for our 2020-21 Cohort.	£3,000 and School budget fund for careers education.	IMO (Careers Leader, Connexions).	To support all students with careers information and guidance.
Introduction of Unifrog careers programme.	Virtual ICT programme for all students from Year7-11 on careers education.	Further compliance for Gatesby Careers education benchmarks.	£1,000	IMO.	Continuous improvement of our Careers programme and the opportunity to engage parents with virtual Careers programme.
Total spend:			£29,500		

Summary report

What is the overall impact of spending?

The spending has allowed the school to ensure we are reaching students remotely as well as within school. The funding has been used to facilitate two plans. Our remote plan which has been established to support students with online lessons, resources and ICT Apps to support learning. This has allowed us to provide a much better quality of service with remote learning.

Our school infrastructure has also been radically changed to support teaching and learning and some of the money from the Covid funding has been used to provide equipment and ICT packages to boost teaching and learning to all students. It has also ensured that our teachers have state of the art ICT equipment to support better planning, collaborative learning and assisting with key improvements such as homework, rewards and revision.

How will changes be communicated to parents and stakeholders?

Parents are communicated through updates on our website and facebook pages. We send a half term newsletter which details all our major news and information to parents. We make reference to all our school improvements and how we are spending our revenue. The Covid catch up fund report will be shared to all stakeholders on the school website.

Final spend: £49,500 (some made available from school fund)