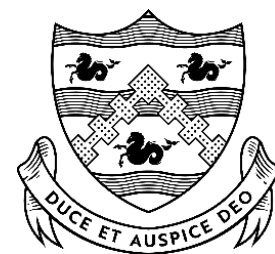


Beaminster School

Catch up Premium 2020-2021



Background

The Government announced **£1 billion of funding** to support children and young people to **catch up lost time after school closure**. This is especially important for the most vulnerable and disadvantaged backgrounds. This funding includes:

- a one-off universal **£650 million catch up premium** for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time
- a **£350 million National Tutoring Programme** to provide additional, targeted support for those children and young people who need the most help, which includes:
 - a schools programme for 5 to 16-year-olds
 - a 16 to 19 tuition fund

Funding allocations

School allocations are calculated on a per pupil basis. Mainstream schools will get £80 for each pupil from reception to year 11 inclusive.

At Beaminster School we will receive £27,953 in Financial Year 20/21 and £19,967 in Financial Year 21/22. However, we have had the Year 7 catch up premium of £12,500 removed, so there is only a net gain of £22,920

As with the pupil premium, schools should use the sum available to them as a single amount, even though it is calculated on a per pupil basis.

Using Catch up 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 curriculum expectations for the next academic year. While schools can use their funding in a way that suits their cohort and circumstances, they are expected to use this funding for specific activities which will help pupils catch up on missed education.

To make the best use of this funding we have undertaken evidence-based approaches recommended by the **Education Endowment Fund (EEF)** and implemented our plans using the [school planning guide: 2020 to 2021](#). This will provide further guidance on how schools should implement catch-up strategies and supporting case studies to highlight effective practice.

We know that **schools can make a real difference**, and improve student outcomes when they focus their efforts on three key areas:

- **HIGH QUALITY TEACHING FOR ALL:** The school is driven by a resolute focus on staff development, training and support so that we can provide consistently high standards of teaching and learning by setting ambitious expectations, monitoring performance and sharing best practice; our current focus is on the curriculum and responsive teaching.
- **TARGETED ACADEMIC SUPPORT:** Classroom teachers, teaching assistants and specialist interventions provide timely academic support to link structured one-to-one or small group interventions to high quality classroom teaching.
- **WIDER STRATEGIES:** The school ensures effective behaviour strategies are in place, responds quickly to poor attendance and provides strong social and emotional support, including through working closely with families.

Great teaching is the most important lever schools have to improve outcomes for their pupils. Therefore, we have ensured that every teacher is supported and prepared for this academic year by providing opportunities to work together for professional development on whole class teaching, and that the work links in with our School Improvement Plan:

- **Curriculum planning** and focused training on effective teaching using technology – see our Blended Learning Plan.
- Re-enforcing existing **habits and practices**, through our “Ready to Learn” approach, to support the significant adjustments to organisational and logistical aspects of school life due to the conditions related to Covid-19.
- Ensuring teachers have training support to continue to adjust to and maintain the many **habit changes** required of them is likely to create the space needed for high quality teaching for all pupils throughout the academic year.
- Provision of time and training to **develop techniques** such as Explicit Teaching, open-ended questioning, Scaffolding, Cognitive and Metacognitive strategies (Graphic organisers) and Flexible Grouping through the re-deployment of Teaching Assistants.

Effective diagnostic assessment

Planning effective assessment is integral to supporting great teaching. Departments have deployed their own assessment approaches to sensitively diagnose the actual impact that Covid-19 school closures may have had on their pupils. Important questions considered are:

- What learning has been lost or misunderstood?
- Should we re-teach that material to the whole group, or move on?
- What is the right balance between standardised assessments and classroom-based diagnostic assessments?

It has been important to differentiate between learning that has been forgotten due to extended absence from the classroom and material that hasn't been learnt properly. Effective diagnostic assessments are therefore rooted in classroom practice. Such assessment may include the use of verbal questions, short answer quizzes and multiple-choice questions etc. These low stakes approaches have the benefit of more precisely diagnosing gaps in learning and informing teaching than broader, time intensive mock exams.

Additionally, we have also considered assessing social and emotional outcomes that relate to how well pupils learn. Pastoral teams have conducted semi-structured interviews with pupils across the academic year, monitoring and responding, particularly for our more vulnerable pupils.

Focusing on professional development

Improving the quality of teaching—both the planning and implementation—is always supported by high-quality professional development: up front training and important follow-on support.

Training has included the development of skills, knowledge and strategies for departments to develop their '**Recovery Curriculum**', undertake an introductory programme on **Microsoft Teams** and upskill staff with the use of **Class Charts**, to support our online skills, and an ongoing programme to review our work on **Formative Assessment**.

Targeted academic support

High quality teaching is supported by, and inextricably bound to, targeted academic support. Good assessment will reveal that some pupils have lost learning, misunderstood content, or made gains in their knowledge, during the extended period of Covid-19 partial school closures. This may require targeted one to one or small group tuition to address gaps. We can also anticipate that pupils with SEND will need specific support.

The evidence indicates that small group and one to one interventions are a powerful tool for supporting pupils. High-quality teaching should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress. These interventions are carefully targeted through identification and assessment of need and the intensity closely monitored. Some pupils have made quick gains as they returned to school full time, so assessment is monitored—in a manageable fashion—over time. Where interventions are necessary, we use structured interventions with reliable evidence of effectiveness (E.g. EEF trial evaluations).

Some of the common elements of good practice include:

- Sessions are often brief (15-45 mins), occur regularly (e.g. 3-5 times per week) and are maintained over a sustained period of time (e.g. 8-20 weeks).
- Staff receive extensive training from experienced trainers or teachers.
- The intervention has structured supporting resources and lesson plans with clear objectives
- Teaching assistants or academic mentors follow the plan and structure of the interventions.
- Assessments are used to identify appropriate pupils, guides areas for focus and track pupil progress.
- Connections are made between the out-of-class learning in the interventions and classroom teaching.

Teaching assistants and targeted support

The overriding principle from the evidence is that teaching assistants (TAs) should be deployed in a way that supplements, not replaces, the teacher.

We have found it helpful to establish a draft agreement for teacher-TA interactions, which set out their respective complementary roles during lessons.

Examples of where our TA's will deliver high quality structured evidence-based interventions this year include **specialist literacy work**, use of **eDL** and **Accelerated Reader** programmes, **1:1 and group Numeracy** interventions

Planning for pupils with Special Educational Needs and Disabilities (SEND)

EEF guidance on Special Educational Needs in Mainstream Schools reminds us that, to a great extent, good teaching for children with SEND is good teaching for all. As a school, we continue to consider the repertoire of strategies cited earlier to use flexibly in response to the needs of all pupils but particularly those who have SEND. Teachers are aware of individual learning needs and have wider conversations with parents, colleagues and specialist professionals in addition to the child to establish next steps. Creating a positive and supportive environment that promotes high standards and positive relationships helps to ensure pupils can access the best possible teaching. Consistent routines, through our **Ready to Learn plan**, are important for behaviour in school and this proactive approach to behaviour has supported all pupils, including those with SEND, on their return to the classroom.

Academic tutoring

When implementing tutoring it is important that pupils are provided with sessions over a sustained period. Shorter and more frequent sessions may be particularly beneficial for younger children and tutoring has been shown to be particularly effective for subjects like reading and mathematics.

We have built a three-way relationship between tutor, teacher and pupil, and encouraged the involvement and support of parents / carers. This ensures that tuition is guided by the school, linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback. We will explicitly plan for how to best manage relationships with external tutors and ensure that staff have time to influence how these sessions are used and to receive appropriate feedback from tutors and from participating pupils.

Tutoring interventions have been shown to be particularly effective for pupils who are lower attaining in comparison to their cohorts and for those from disadvantaged backgrounds. As such, tutoring can be used as a targeted catch-up strategy for particular pupils.

We are currently working with **MyTutor** to provide **300 hours of learning to 35 Year 11 students** between October half-term and early February. This will be followed by support of Year 10 through the **National Tutoring Programme**.

Wider strategies

We are committed to deploying a creative range of wider strategies to support pupils in this academic year. With new challenges attending social distancing measures, for example, we will continue to be flexible and need to adapt our planning appropriately. There may be new barriers to success in school, such as reduced attendance, or adaptations to school routines which may affect the behaviour of some pupils. Equally, many pupils will thrive as regular school routines are (re)established and we focus on the social and emotional needs of their pupils.

Supporting pupils' social, emotional and behavioural needs

A large and often unrecognised part of teachers' work has always involved providing support for pupils' social, emotional and behavioural needs. The impact of Covid-19 closures means we will need to revisit our approach, to meet the needs of pupils this year.

Many of our most vulnerable students were well supported through the regular contact and communication that we built up over the summer. We are continuing to use our **Vulnerable Student tracker (VST)**, along with tutor and teacher intelligence, to identify concerns and intervene in a timely manner.

As most children will change teachers in September, valuable transition information will be supplemented with a sustained focus on supporting and monitoring pupils' social, emotional and behavioural needs. Once more, meaningful and manageable assessment will be crucial.

Alongside this pastoral support we will be adapting our **Life Studies and PSHE curriculum** to cover key topics and provide space for students to talk, and listen.

Communicating with and supporting parents

We made tremendous efforts to sustain communications and partnerships with parents and carers during the school closures and have been very encouraged by the community response. Close engagement during this challenging time was clearly crucial to ensure that pupils were supported to learn and thrive, and that parents were able to provide this support without the expectation that they fulfil the role of teacher.

Weekly communication through the **Headteacher Friday ParentMail** is supplemented by key updates, Tutor contact, regular reports and the continuation of **Parents evenings through video links** (over 70% attendance).

Through the **Student Support and Guidance Centre (SSGC)** we have dealt with issues of absence sensitively, but robustly, so that pupils and parents, feel safe and are ready to learn. Over 90% of pupils have attended regularly in the first term, despite all the challenges we face.