

Covid-19 Catch Up Funding Strategy

The government COVID-19 catch-up premium has been created to soften 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/covid-19-resources/covid-19-support-guide-for-schools/#nav-covid-19-supportguide-for-schools1>

Here is a summary of the focus areas for Hodge Hill College:

Overall strategy area	Specific strategies
Teaching and whole school strategies	<p>Supplementing good quality teaching with digital learning and establishing a new homework strategy linked to ClassCharts (the schools primary remote learning platform)</p> <p>Additional reading support for pupils with low reading ages. The school will be hiring a Teaching Assistant who will specifically work on improving the reading ages of pupils who may have fallen behind their peers.</p> <p>Linking previously used online learning platforms like MathsWatch, MyGCSE Science and Google Classroom to ClassCharts</p>
Targeted approaches	<p>1-3 small group tuition through the National Tutoring Programme for Y11 pupils for GCSE English Language, GCSE Trilogy Combined Science and GCSE Mathematics.</p> <p>Identifying pupils for targeted support through topic assessments (all years and majority of subjects) and Autumn mock exams (all subjects studied in Y11)</p>
Wider strategies	<p>Access to devices for all pupils who need them.</p> <p>Access to internet for all pupils who need it.</p> <p>Providing paper based/ workbook based resources for pupils who are self-isolating and cannot get access to ClassCharts.</p>

Covid-19 Catch Up Funding Strategy

SUMMARY INFORMATION			
Total number of pupils:	1223	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£97,880		

STRATEGY STATEMENT

The priority is to close the gap in pupil learning/attainment caused by the lockdown period from March 2020- September 2020. At Hodge Hill College staff and pupils are committed to continuing good quality education in the event of pupil bubbles going down. We are able to switch to remote learning immediately and follow up any bouts of isolation with curriculum recovery STAR (Stop, Think, Act, Respond) time to close gaps in learning.

Areas of focus:

1. Ensuring that remote learning can be accessed by pupils who have to self-isolate due to Covid-19 outbreaks and bubble closures. This will involve building staff and pupil confidence in using ClassCharts (the schools remote learning platform of choice). Homework will also be given through ClassCharts to build up pupil familiarity with the platform.
2. Ensuring that pupils can close gaps in learning post self-isolation periods in areas that it is needed most. For targeted pupils in Year 11 this will amount to receiving tuition through the Pearson National Tutoring Programme. This will be implemented with small groups identified post Autumn term mock exams with Mathematics tuition first as they will have completed their mock exams in October and identified pupils who would benefit most from the programme. Reading support for pupils with low reading age will be put in place from Y7-Y11.
3. Providing pupils with devices that they can complete remote learning on (Laptops/tablets/iPads) and providing wireless connectivity through 4G internet dongles to all pupils who require it. Disadvantaged pupils and vulnerable pupils will be prioritised for this.

Covid-19 Catch Up Funding Strategy

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
1	Pupil engagement with the previous remote learning platform 'Doddle' was very low. Pupils were not logging on in significant numbers to complete the work set by teachers between March 2020 and July 2020. As a school community we need to push ClassCharts usage with staff, pupils and parents to get it working in operational excellence. Since Sept 2020 to date ClassCharts usage over the last 30 days is consistently over 90% and over 80% for weekly use even when all bubbles are in school. We need to ensure that engagement levels remain as high as they are.
2	Pupils at KS4 may have fallen behind in core subjects over the national lockdown period (March – September 2020). Pupils have completed Y11 Mathematics mocks during Oct 2020 and some have been identified as underachieving. For these targeted pupils, tutoring through the National Teacher Programme will be started with 15 sessions of intensive tutoring over 7 weeks. More pupils will be identified for support through the Autumn mock exam series. Directors of Learning for Science and English will identify pupils and intensive tuition will be provided in the same manner as the Maths tuition.
3	Pupils with low reading ages may have fallen further behind in their reading ability and therefore their ability to access assessments. The school will need to use their Accelerated Reader package effectively and look for additional support through the employment of an additional Teaching Assistant who will focus primarily on improving reading skills across the school for pupils who have fallen behind.

ADDITIONAL BARRIERS	
External barriers:	
1	50% of pupils at Hodge Hill College are classed as disadvantaged pupils and are eligible for devices/internet support. We need to identify pupils who don't have a device to work on or only have a mobile phone to access remote learning and get support them.
2	School attendance remains above national and regional averages but reinforcement of expectations and intervention needs to be in place to prevent pupil attendance from falling.
3	Pupil wellbeing may have been effected by the lockdown period between March 2020 and September 2020. We need to ensure that pupils are confident that they can achieve even though bouts of isolation. ACs and AACs need to identify pupils by monitoring ClassCharts behaviour patterns and through discussions/phone calls home for vulnerable pupils. This vigilance is to be heightened during events of pupil self-isolation.

Covid-19 Catch Up Funding Strategy

Projected Spend for 2020/21 Academic Year

Targeted support					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
<p>GCSE Mathematics tuition: Twelve Y11 pupils selected for fifteen sessions of tuition from the National Tutoring Programme via the 'Bramble' online tuition programme (March to May 2021)</p> <p>A second round of 9 pupils for Maths are on the NTP from June to September 2021.</p>	<p>The tuition will be deemed successful if pupil DC data and external results show an improvement in attainment.</p> <p>The tuition provider will also assess progress in the last week of the sessions.</p>	<p>These pupils were identified by Team Maths as pupils who require intervention to get to grade 4 from grade 3 or to grade 5 from grade 4.</p> <p>Cost effective tuition: 4 sessions x £225 = £900</p> <p>Works out at £5 per session</p>	<p>Pupils will be introduced to the programme when codes are given by Pearson. SNA will do a short assembly with them and describe what is expected of the pupils. Attendance will be compulsory and monitored by SNA and Y11 ACs/AACs</p>	<p>SNA – JSH to provide names of pupils for intervention</p>	<p>When DC data for intervention pupils is given.</p> <p>After the programme is completed</p>
<p>GCSE Combined Science tuition: Twelve Y11 pupils selected for fifteen sessions of tuition from the National Tutoring Programme via the 'Bramble' online tuition programme.</p> <p>October to December 2021.</p>	<p>The tuition will be deemed successful if pupil DC data and external results show an improvement in attainment.</p> <p>The tuition provider will also assess progress in the last week of the sessions.</p>	<p>These pupils were identified by Team Science as pupils who require intervention to get to grade 4-3 from grade 4-3 or to grade 5-5 from grade 5-4.</p> <p>Cost effective tuition: 4 sessions x £225 = £900</p> <p>Works out at £5 per session</p>	<p>Pupils will be introduced to the programme when codes are given by Pearson. SNA will do a short assembly with them and describe what is expected of the pupils. Attendance will be compulsory and monitored by SNA and Y11 ACs/AACs</p>	<p>SNA – AAH to provide names of pupils for intervention</p>	<p>When DC data for intervention pupils is given.</p> <p>After the programme is completed</p>

Covid-19 Catch Up Funding Strategy

<p>GCSE English Language tuition: Twelve Y11 pupils selected for fifteen sessions of tuition from the National Tutoring Programme via the 'Bramble' online tuition programme (June to October 2021)</p>	<p>The tuition will be deemed successful if pupil DC data and external results show an improvement in attainment. The tuition provider will also assess progress in the last week of the sessions.</p>	<p>These pupils were identified by Team English as pupils who require intervention to get to grade 4 from grade 3 or to grade 5 from grade 4. Cost effective tuition: 4 sessions x £225 = £900 Works out at £5 per session</p>	<p>Pupils will be introduced to the programme when codes are given by Pearson. SNA will do a short assembly with them and describe what is expected of the pupils. Attendance will be compulsory and monitored by SNA and Y11 ACs/AACs</p>	<p>SNA – SCL to provide names of pupils for English intervention.</p>	<p>When DC data for intervention pupils is given. After each block of the programme is completed.</p>
<p>A programme to help pupils with low reading ages is needed to help these pupils improve their reading ability and therefore their ability to access exam questions. An additional Teaching Assistant will be hired who will focus mainly on improving reading skills across the school for pupils who have fallen behind.</p>	<p>Pupils will be able to improve their reading ages with support.</p>	<p>An improvement in reading age will help pupils access exams better and ultimately lead to better exam outcomes/attainment.</p>	<p>The two Teaching Assistants will report progress updates on reading to JBR on a weekly basis.</p>	<p>JBR</p>	<p>DC data and improved reading age scores. Improved accelerated reader data.</p>
<p>Total budgeted cost:</p>					<p>£30,000</p>

Covid-19 Catch Up Funding Strategy

Other approaches					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Devices and internet provision for non-disadvantaged pupils (we have enough devices but will keep £4000 in reserve for this if needed)	To ensure that all pupils can access ClassCharts based remote learning from home.	If pupils have access to proper devices, they are more likely to complete work. This has been found through previous rounds of self-isolation and through parental phone calls and discussions with ACs/AACs and pupils.	AHT for progression and intervention will monitor pupil engagement levels on ClassCharts and by creating lists of remote learning completed referrals vs. remote learning incomplete to identify whether pupils who have had devices have completed work or not. Pupils who show up as not completing remote learning will be discussed with relevant AC/AACs who will call home and chase up non-completion of work.	SNA	Every day during the event of a bubble going down. Post any self-isolation period.
Additional iPads purchased to aid the recovery curriculum and to allow. So far we have ordered: <ul style="list-style-type: none"> • 45 iPads costing £11565 • 3 charging trolleys costing £1710 • 45 JAMF licenses costing £1800 • iPad cases costing £1800 Total cost inc. delivery is £15,438	Increased use of digital learning in the classroom and the increased use of iPads as a whole class AfL tool.	If teachers can assess pupil progress at hinge points in lessons, they can decide to move further in the lesson or stop and concentrate on misconceptions. Using the iPads for AfL like Kahoot! can help identify progress vs. hinge points rapidly.	Replacing the iPads and increasing the number of devices in Maths and Science will mean that more classes can use the devices and benefit from them.	SNA/SFA/Team ICTS	

Covid-19 Catch Up Funding Strategy

<p>Workbooks will be provided to all pupils who need them.</p> <p>All pupils at KS4 will get workbooks.</p> <p>Self-isolating pupils at KS3 will get these too.</p> <p>(£15000 set aside for more books for new Y11 pupils)</p>	<p>Pupils who cannot access digital remote learning can still access remote learning content through workbooks.</p>	<p>Some pupils have issues with accessing content even when they have been provided with devices and dongles. For these pupils the only way that they can continue the curriculum is through workbooks.</p>	<p>Each KS4 pupil has a workbook for each subject (handed to them in the Summer and Autumn terms of 2020)</p> <p>LMI has made a policy around workbook based remote learning and shared it with all staff. ACs/AACs are collating page numbers shared by class teachers. Work is sent back to be marked and then handed back to pupils by SNA. Every step in the process is completed in a COVID-19 secure manner.</p>	<p>LMI</p>	<p>Post self-isolation periods</p>
Total budgeted cost:				£34,438	

ADDITIONAL INFORMATION

We have based our COVID-19 funding strategy on these key findings:

- With 50% of our pupils falling into the disadvantaged category and on free school meals we have to make sure that the devices to work on and internet dongles that we have in school are given to the right pupils, in a timely manner. Surveys have been sent out and remote learning/homework data has been analysed to help identify these pupils. Some pupils/parents are reluctant to come forward to collect devices and we must make it clear that is not a shameful act to request devices. The devices are provided to all those who need them. So far we have given out 418 laptops/tablets and 16 dongles to pupils and their families.
- Mock exam data for Mathematics during the first half term back after the COVID-19 lockdown showed that some pupils have fallen far behind their target grades for GCSE Mathematics. Tuition and intervention is required to get these pupils back on track. Utilising the National Tutoring Programme will allow us to see whether tutoring has an impact. The pupils will be tested before the programme is finished and will have regular Mathematics assessments in class. Mock exam data for English in May allowed us to identify pupils for the June to October round of the National Tutor Programme and the aim is to use the Science data from the June 2021 mocks to identify potential participants for the Science round of tuition.