



Provision for Covid-19 School Closure Catch-up

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 School closed due to national lockdown requirements after 20 March 2020. Consequently, students missed 14 weeks of teaching in School.

National projections indicate that school closures will widen the attainment gap between disadvantaged children and their peers. The median estimate indicates that the gap could widen by 36%. King's maintained a full online academic curriculum provision throughout these 14 weeks. Throughout that time, the School monitored students' response to their work, and it is estimated that approximately 75% of work was completed satisfactorily or better; this indicates that there may have been a 25% shortfall in expected outcomes by the end of the academic year 2019/2020.

The [government announced £1billion of funding](#) to support children and young people to catch up. This includes a one-off universal £650 million catch-up premium for 2020/2021 to ensure that schools have the support they need to help all pupils make up for lost teaching time. Schools' allocations are calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11.

Schools have been advised to 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](#).

To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a [support guide for schools](#) with evidence-based approaches to catch up for all students. The Schools used this document to help them direct their additional funding in the most effective way.

School leaders have been informed they must be able to account for how this money is being used to achieve the central goal of schools getting back on track and teaching a normal curriculum as quickly as possible.

The School's Aims:

The School's intention is to achieve maximum impact with the finances available by relentlessly focussing on the academic progress and learning of the students who have been disadvantaged by School closure, with the aim that no-one should remain disadvantaged by School closure by the end of the academic year. Particular emphasis will be on the most vulnerable and those from disadvantaged backgrounds.

How it is intended that the grant will be spent:

1. Various expenditures were identified at the start of the academic year that were necessary to ensure there were sufficient classrooms available for all subjects to be delivered from September 2020. This ensured that technological subjects (including science, design technology, art, music, PE) had access to specialist teaching rooms to enable students to catch up on lost learning whilst ensuring the full curriculum was maintained. Areas of expenditure include:
 - Lunch time supervision extra costs
 - Temporary classrooms and associated works
 - Extra equipment in classrooms that enabled full teaching groups and use of specialist teaching rooms.
2. In September SEND and Pupil Premium departments liaised with Academic Heads of Year to create a list of the students (Intervention Cohort) most requiring catch-up support by cross referencing:

- Student work submission during School closure
 - Intervention records
 - Home contacts and visits
 - Agreed action plans
3. Heads of Department diagnosed students' areas of 'lost learning' through assessments for each year group to identify their specific learning needs.
 4. SEND and Pupil Premium departments liaised with Heads of Department to define the requirements of the Intervention Cohort.
 5. Year groups requiring greatest intervention were prioritised:
 - Year 12 English and Maths GCSE retakes (permanent obligation)
 - Year 11 English, Maths, Science
 - Year 6 SATs preparation
 - Year 10 English, Maths, Science
 - Year 7 reading
 - Year 9 English and maths
 - Year 8 English and maths
 6. SENDCo developed a proposal for reading programme and tutoring provision.
 7. Reading assessment initiated in September 2020.
 8. SLT examined tutoring proposal and agreed on format and costs of tutoring provision 10 November 2020.
 9. Intervention cohort parents' consultation meeting held on 19 November 2020.
 10. Tutoring provision started week beginning 30 November 2020.
 11. Interventions are actioned and recorded on Provision Map software, by SEND and Pupil Premium departments throughout academic year 2020/2021.

How the effect of this expenditure on the educational attainment of those pupils at the school will be assessed:

1. Year 7 Reading assessment:

Testing of all Year 7 students using Accelerated Reader programme. Development of a bespoke reading programme for each student. Regular assessments throughout the academic year to determine progress and redefine support. Progress in reading to be determined at end of academic year and compared to expected progress for each student.

2. Years 8 to 11 tuition in English, Maths and Science

MyTutor tutoring agency employed to provide small group and one to one tuition to students who have been identified to have fallen behind in their education as a consequence of School Closures.

Programme monitored by SENDCO and SLT. Reports of individual student progress being provided by tutors to be monitored by SEND and Pupil Premium departments. Refinements made to individual programmes where necessary. At end of each programme of tutoring, students will be reassessed by the School to ensure that any gaps in their knowledge, understanding or skills have been recovered.

3. Return to full time education for all students for all subjects.

Curriculum plan agreed by SLT and Governors. School Self Evaluation process will enable monitoring of curriculum provision by whole School and each subject. Students end of Key Stage attainment across the full curriculum will be monitored in comparison with prior attainment and baseline tests as well as expected school attainment and progress in comparison with historical outcomes.

Covid-19 Catch-Up Premium Spend - School Log Template							
School Name:	The King's (The Cathedral) School						
Total Catch-Up Premium	£69,760			£69,760	£69,760		
Education Endowment Foundation - Covid-19 support guide for schools							
Planned Support Strategy Title	EEF Support Strategy Category (if applicable)	Actions and rationale as per EEF - "Schools have the flexibility to spend their funding in the best way for their cohort and circumstances" - DfE	Description of School level strategy	Budgeted Spend	Actual Spend to Date	Anticipated Timescales (start & end date)	School Evidence of Outcomes
Year 7 Reading assessment and programme	Teaching and whole-school strategies - Pupil assessment and feedback	EEF evidence indicates that subject-specific assessments might be used to identify particular areas where pupils have forgotten or misunderstood key concepts, to ensure that new material being covered builds on secure foundations. Standardised assessments in literacy or numeracy might be used to identify pupils who would benefit from additional catch-up support. Providing pupils with high quality feedback, building on accurate assessment, is likely to be a particularly promising approach. Refer to useful links tab.	Testing of all Year 7 students using Accelerated Reader programme. Development of a bespoke reading programme for each student. Regular assessments throughout the academic year to determine progress and redefine support.	£850	£850	Testing in September 2020; monitored throughout the academic year.	Progress in reading to be determined at end of academic year and compared to expected progress for each student.
Years 8 to 11 tuition in English, Maths and Science	Targeted approaches - One to one and small group tuition	EEF evidence indicates that where remote education is used, the elements of effective teaching - such as clear explanations, scaffolding and feedback - are more important than how lessons are delivered. Ensuring access to technology is key, especially for disadvantaged pupils. Peer interactions during remote lessons motivate pupils and improve outcomes. Supporting pupils to work independently can improve learning outcomes. Teachers should be supported to consider which approaches are best suited to the content they are teaching. Refer to useful links tab for document - best-evidence-on-supporting-students-to-learn-remotely	MyTutor tutoring agency employed to provide small group and one to one tuition to students who have been identified to have fallen behind in their education as a consequence of School Closures.	£29,000	£29,000	Start December 2020, ongoing through Spring and Summer Terms.	Programme monitored by SENDCO and SLT. Reports of individual student progress being provided by tutors to be monitored by SEND and Pupil Premium departments. Refinements made to individual programmes where necessary. At end of each programme of tutoring, students is reassessed by the School to ensure that any gaps in their knowledge, understanding or skills have been recovered.
Return to full time education for all students for all subjects.	Wider strategies - Access to technology	EEF evidence: As all pupils return to schools, technology could also be valuable; for example, by facilitating access to online tuition or support. Some schools might find it helpful to invest in additional technology, either by providing pupils with devices or improving the facilities available in school. To support learning, how technology is used matters most. Ensuring the elements of effective teaching are present-for example, clear explanations, scaffolding, practice and feedback- is more important than which form of technology is used. In addition, providing support and guidance on how to use technology effectively is essential, particularly if new forms of technology are being introduced. Refer to useful links tab for document - best-evidence-on-supporting-students-to-learn-remotely	Various expenditures were necessary to ensure there were sufficient classrooms available for all subjects to be delivered from September 2020. This ensured that technological subjects (science, design technology, art, music, PE) had access to specialist teaching rooms to enable students to catch up on lost learning whilst ensuring the full curriculum was maintained. Areas of expenditure include: 1. Lunch time supervision extra costs 2. Temporary classrooms and associated works 3. Extra equipment in classrooms that enabled full teaching groups and use of specialist teaching rooms.	£39,910	£39,910	Academic year 2020-2021	Curriculum plan agreed by SLT and Governors. School Self Evaluation process will enable monitoring of curriculum provision by whole School and each subject. Students end of Key Stage attainment across the full curriculum will be monitored in comparison with prior attainment and baseline tests as well as expected school attainment and progress in comparison with historical outcomes.