

Coronavirus (COVID-19) catch-up premium

The government COVID-19 catch-up premium has been established to mitigate 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-support-guide-for-schools1>

A summary of their best practice is as follows:

Overall strategy area	EEF	Specific strategies at GSHS
Teaching and whole-school strategies	Supporting Great Teaching Pupil assessment and feedback Transition Support	Curriculum leaders design bespoke curriculum catch up plans Whole school CPL on Literacy (PiXL Unlock), Metacognition (EEF/PiXL), Knowledge Retention (PiXL Gaps and Growth), Digital Learning Lead – GCSEpod, Teams, SIMS, Home/Blended Learning
Targeted approaches	One to one and small group tuition. Intervention programmes Extended School Time	One to one and small group tuition Intervention programmes After School Support National Tutoring Programme Mentoring/Counselling NUFC Foundation
Wider strategies	Supporting Parents and Carers Access to technology	Whole School SEND strategies – Pupil Passports Supporting disadvantaged students overcome barriers to engagement due to technology Attendance Team Support

As with all government funding, school leaders and governors must be able to account for how the money is being used. Therefore the impact and spending strategy for this catch-up premium will be reviewed at throughout the 2020-2021 academic year. When Ofsted re-commence routine inspections, they will make judgements about the quality of education being provided which will include how you are using the funding to ensure the curriculum has a positive impact on all pupils.

Coronavirus (COVID-19) catch-up premium strategy outline

SCHOOL NAME	George Stephenson High School
HEADTEACHER	Mr Ian Wilkinson
CHAIR OF GOVERNORS	Mr Andrew Elliott
AMOUNT OF COVID-19 CATCH-UP PREMIUM	£87,840

Strategy Area	Specific strategy	Success criteria	Evaluation	COST	Impact
Teaching	<p>PiXL DTT strategies. Frequent Low Stakes Testing to improve pupil assessment and feedback. To Improve knowledge of gaps and celebrate success, online package and apps, Teams, GCSEPod, Quizlet.</p> <p>CPL time in departments in HT1 for DTT process allows staff to discuss students and interventions.</p> <p>CPL time in HT3-6 focussing on Metacognition, Literacy, and Knowledge Retention</p>	<p>Using PiXL DTT process Gaps identified and provide feedback for intervention.</p> <p>Improved SPI across all three core subjects, in line with other students with the same starting points nationally.</p>	<p>Planned into CPL calendar HT 3-6</p>	<p>£6,000</p>	
Teaching	<p>Curriculum leaders design bespoke plans for Year 11 and 13 Covid catch up in their areas. CLs share with SLT their plans based on impact of Covid on their subject and any changes to the examination process.</p>	<p>Students are fully prepared for exams in the summer and additional intervention is provided where needed.</p>	<p>Meeting in HT1. Monitored through CR meetings</p>		
Teaching	<p>Digital Learning Lead. Integrate proven online packages such as GCSEpod where full coverage of most KS4 courses are available for all online. Supporting departments with use of teams and digital learning.</p>	<p>Greater take up of GCSEpod by students. Students can explain how this helps their learning. Students learning is enhanced through digital learning.</p>	<p>Through DLL termly monitoring and evaluation</p>	<p>TLR £3,500</p> <p>GCSEpod £3,114</p> <p>AR £4,046</p> <p>SIMS £2,620</p>	

Targeted Academic Support	Small group tuition for Y11 targeted students in mathematics and English. Students to be tutored by two specialists in Maths and one in English. Currently teaching at GSHS, employed for additional days. 70 Students in Year 11 supported in Maths.	Small group removal to improve mathematics and English in year 11, students, improvement of at least one grade on starting points.	Started September 2020	£29,200	
Targeted Academic Support	National Tutoring Programme planned for January start. Focus on English, Maths and Science in KS4 Eng and Maths in KS3 48 blocks of 15 hours at KS4 33 blocks of 15 hours at KS3 1215 hours of tuition x 3 = 3645 student hours	Access for targeted students to get small group support in specific areas. Targets agreed with tutor for individual students.	January 2021	£10,000 but may rise depending on access to tutors and impact	

Targeted Academic Support	After school timetable in place for Year 10 and Year 11 based on needs audit of departments	Open to all students but particular students targeted and contact home made	September 2020		
Targeted Academic Support	NUFC foundation work with vulnerable students in KS3 to provide mentoring and academic qualifications such as ASDAN.	Disadvantaged students achieve qualifications and student voice shows increase in confidence	September 2020	£8,360 (Match Funded)	
Targeted Academic Support	Someone Cares. Emotional support to help students re-engage with learning. Specific students who have suffered during Covid period identified	Wellbeing survey shows positive impact of support	Partially Complete	£7000	
Wider Strategies	Students in years 7 to complete GL reading tests to identify students where reading and SPAG may limit progress. Identified students will then have additional literacy support. TA to support	GL Assessment shows that identified students have improved reading scaled scores to bring them in line with their chronological age.	January 2021	£9,000	

Wider Strategies	Supporting disadvantaged students overcome barriers to engagement due to technology.	Identify and plan for students to be provided with access to equipment and remote learning opportunities.	Survey underway	£5,000	
Wider Strategies	Whole school SEND CPL from SLT, SEDCO and TAs.	All SEND students have subject specific targets in Pupil Passports that remove barriers to their learning and as a result SEND students make better progress than in previous years.	September 2020	£TBC	
TOTAL AMOUNT SPENT				£87,840	

Additional comments/evaluations (if required):

We have based our decisions on where to direct the Covid Premium funding on the following key findings.

- 1) Changing teaching strategies demand quick feedback and support for this through online packages will provide staff with opportunities for timely assessment for learning.
- 2) Students at GSHS have responded very well to teaching support in small groups, historically this has been offered to small cohorts, the funding gives us the opportunity to deliver this to a wider cohort. This will enable gap filling and free classroom time to work on stretch and challenge, improving the ambition of our youngsters.
- 3) The difficulties with technology coverage for our students reflect the levels of deprivation in the geographical area.