

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. As with all government funding, school leaders and governors must be able to account for how the money is being used. The impact and spending strategy for this catch-up premium will be reviewed at 2 Local Governing Board meetings in 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 we are using the funding to ensure the curriculum has a positive impact on all pupils.

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 found at:

<https://educationendowmentfoundation.org.uk/covid-19-resources/covid-19-support-guide-for-schools/#nav-covid-19-supportguide-for-schools1>

A summary of their best practice is as follows:

Overall strategy area	Specific strategies
Teaching and whole-school strategies	<ul style="list-style-type: none">• <i>Supporting great teaching</i>• <i>Pupil assessment and feedback</i>• <i>Transition support</i>
Targeted approaches	<ul style="list-style-type: none">• <i>One to one and small group tuition</i>• <i>Intervention programmes</i>• <i>Extended school time</i>
Wider strategies	<ul style="list-style-type: none">• <i>Supporting parents and carers</i>• <i>Access to technology</i>• <i>Summer support</i>

Coronavirus (COVID-19) catch-up premium strategy outline for:	Fort Pitt Grammar School
Head Teacher	Nicky Archer
Chair of Governors	Martin Stanford
Allocation of Catch-up Premium	£50,320.

Strategy Area	Specific Strategy	Success Criteria	Cost	Evaluation	Impact (T1 and 2)
Teaching	Use of online packages in Maths such as Hegarty, Science and MFL Kerboodle to improve knowledge and identify gaps in understanding.	Data collection drops Feedback for intervention meetings Improvements in progress with other students nationally	£6000	Ongoing reviews based on effectiveness of software	Students enjoying use of on-line resources – data interventions show maintaining progress
Teaching	Refocus on curriculum maps and learning journeys as they are adapted in the light of Covid-19 and impact on associated resources	Revised and adapted maps and learning journeys	£25000	Ongoing developments being reviewed at departmental and LT level	Strongly focussed lessons based on observations & learning walks and work scrutiny
Teaching	Form tutor time for quizzes and literacy/numeracy tasks to improve levels of general knowledge, literacy and numeracy gaps	Retrieval impact on learning starting from beginning of the day	£4,500	Review Term 2 and then assess impact for Term 3 and 4	Students engage well in form time

Strategy Area	Specific Strategy	Success Criteria	Cost	Evaluation	Impact (T1 and 2)
Targeted academic support	Use of Teams to provide in school “live lessons” and feedback interventions outside of school with revision materials produced and disseminated	Materials accessed stored on Teams, together with feedback on work as well	0	Staff utilising Teams for marking, setting work, discussing work and more online lessons	Students have a varied diet which is enhancing academic opportunities

Targeted academic support	Small group interventions with – staff supervision on hand to support students with any issues regarding their work in sixth form	Students feel more structure and more able to ask one another or the staff member about issues relating to work or wellbeing	£2000	Students feeling more supported in sixth form but ongoing evaluation during Term 3	Positive work ethic in 6 th form despite Covid impact
Targeted academic support	Purchase of online books for A level and GCSE in particular and then making these available to students to allow for remote learning	Materials accessed stored on Teams and on the school system so that students have access from home	£3500	Re-evaluate in Term 3 to see effectiveness of provision	Need for more consistency in provision
Wider support	In school visualisers to enhance learning and teaching and to substitute for staff having to be ever-present in and around the room.	Feedback and improved understanding as a result with teaching still maintaining good to outstanding across all subjects	£1193.75	Evaluate T2 – good initial use and again in T3 to re-evaluate effectiveness	Used well in lessons to enhance learning and also when at in live lessons with students at home
Wider support	Parents' Evening software to enable easy communication with home using laptops or visualisers in order to hold one-to-one meetings with parents	Improves communication with parents regarding progress of students	£718.20	Excellent use and feedback on software for 1 st online Parents' evening. Ongoing after each Year group	Excellent feedback from all stakeholders
Wider support	Assisting in student access at home should lockdowns occur – ranging from cable connections to purchase of software or laptop enhancements	Facilitates on-line learning should lockdown occur and feedback from students/school/parents	£1000	Budget review Term 3 for connectivity of students and families struggling financially	Initial purchases – small but effective for students in need

Strategy Area	Specific Strategy	Success Criteria	Cost	Evaluation	Impact (T1 and 2)
Wider support	Mental health and wellbeing for vulnerable students through increased use on online platforms and school counselling service	Students feel more supported in their well-being should issue and problems arise	£5000	Term 2 counsellor service has increased due to MH issues Review again in T3 with more online facilities made available	Students feel supported by school and anxiety levels are being managed