The Buckingham School Covid-19 Catch-Up Premium Plan

Summary Information					
School	The Buckingham School				
Academic Year	2020-21	**Catch-Up Premium Allocations**	Sept 2020: £18'780 Jan 2021: £26'540	**Number of pupils**	1117

Guidance
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 aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge. Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11. As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.

Use of funds (DfE guidance)	EEF recommendations
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 guidance on curriculum expectations for the next academic year. Schools have the flexibility to spend their funding in the best way for their cohort and circumstances. To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a coronavirus (COVID-19) support guide for schools with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way.	Teaching and whole school strategies: ● Supporting great teaching ● Pupil assessment and feedback ● Supporting remote learning Targeted approaches: ● One to one and small group tuition ● Intervention programmes ● Planning for pupils with Special Educational Needs and Disabilities (SEND) Wider strategies: ● Supporting pupils' social, emotional and behavioural needs ● Supporting parent and carers ● Access to technology

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Rationale: Following the 2020 lockdown due to the COVID-19 pandemic, schools have received an additional amount of money to provide catch-up support for those pupils that require it. At The Buckingham School, in order to utilise this additional funding in the best possible way, we have considered closely the research and advice put forward by the EEF and used timely assessments of both children's academic and personal development needs to inform our decisions. The table below outlines our intentional spend with a rationale accompanying each decision.

Planned expenditure - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools				
Teaching and whole-school strategies				
EEF recommended strategy	**EEF rationale**	**Specific implementation at The Buckingham School**	**Cost**	**Expected Impact**
Supporting great teaching	Expert teachers develop a broad array of teaching strategies that, combined with subject knowledge and knowledge of their pupils, positively impact upon learning. Improving the quality of teaching—both the planning and implementation—is almost always supported by high-quality professional development.	CPD - remote learning. Extra sessions provided on systems, software and the delivery of quality learning experiences Quality assurance model implemented by all leaders within the school to ensure standards are met: ● development of looking at learning snapshots to reflect remote provision ● student shadowing ● Extra line management meetings Development of Walkthrus CPD model and purchase of 100 Walkthrus books for staff	2 x 1 hour sessions (all teaching and teaching support staff) 1 year subscription: £840 100 Walkthrus books £500	Improved delivery and learning experience through Google systems and other remote platforms. Reduced variation of teaching and learning. Upskilling of teachers to deliver excellent teaching and learning - in the classroom or remotely. Whole school CPD model for T&L planned to improve the overall quality of teaching and learning across the school.

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Teaching assessment and feedback	Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments.	Remote curriculum matched in-school curriculum as close as possible, meaning staff follow their curriculum plans as normal. Where adaptations were made, curriculum teams have put in place revisions that were as close to original as possible 3M strategy implemented across all curriculum areas - mapping of where students are, mastering content that needs re-covering and moving on with the curriculum		Students quickly 'recover' any lost learning due to lockdowns and remote learning. Any gaps in curriculum knowledge would have to be delivered so curriculum plans would be adapted to suit. Teachers have an excellent understanding of where students are on their learning journeys and teachers plan t
Supporting remote learning	Focusing on high-quality remote learning will always be valuable for pupils. Planning for a well implemented remote learning strategy can be effectively combined with revisiting homework policies and related approaches to fostering independent learning. EEF suggests that when implementing strategies to support pupils' remote learning, or supporting parents to do so, the key things to consider include: Teaching quality is more important than how lessons are delivered Ensuring access to technology is key, particularly for disadvantaged pupils Peer interactions can provide motivation and improve learning outcomes Supporting pupils to work independently can improve learning outcomes Different approaches to remote learning suit different tasks and types of content	CPD - remote learning. Extra sessions provided on systems, software and the delivery of quality learning experiences Increased department time (weekly) to share best practice and discuss teaching and learning sequences, opportunities and overcome potential barriers to learning.	2 x 1 hour sessions (all teaching and teaching support staff)	All students experience excellent remote learning opportunities Staff are upskilled in their remote learning provision, being able to use an increased range of tools and software to suit their needs. Reduced in-school variation of remote learning experiences Department teams adapt curriculum plans for remote provision together to ensure quality throughout.

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Targeted Approaches				
EEF recommended strategy	**EEF rationale**	**Specific implementation at The Buckingham School**	**Cost**	**Expected Impact**
One to one and small group tuition	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. There is extensive evidence supporting the impact of high-quality 1:1 and small group tuition as a catch-up strategy.' Providing additional out-of-class support after lessons can help to close gaps and/or deepen understanding. It may again be useful to look back at previous years' steps to support this	Maths 'Step Up' @ KS3 - rolling 2-week cycle (3xY7, 3xY8, 4xY9) taught during form time with specific focus on numeracy English 'Step Up' @ KS3 - rolling 2-week cycle (4xY7, 3xY8, 3xY9) taught during form time with specific focus on literacy and pre-teaching of upcoming English content Phonological Awareness Training (P.A.T.)	1 TA - 2.5 hours per week	Students' improve their maths skills and knowledge to 'catch up' with their peers. Students improve their English skills and knowledge to 'catch up' with their peers
Intervention programmes	Generally, the use of TAs to deliver high quality interventions, which complement the work of the teacher, is a 'best bet' and could be a powerful way of mitigating any impacts of time away from school and see positive gains for pupils. We suggest schools should adopt one or two well-chosen, and well-implemented, TA-led interventions, judiciously used to complement and extend class-based teaching and learning. In order to support pupils who have fallen behind furthest,	Protective Behaviours - staff training during lockdown Risk-avert programme - 2TAs trained during lockdown. Year 8 surveyed and students identified (top 30 - 4 groups. 2 groups identified as more at risk, 2 groups running with SEMH need). Peer-to-peer revision @ KS4 Year 7 metacognition for year 7 boys	2 days' training for SFT and TAs 2 days training for 2 TAs and 1 trainer 2 staff once per week (form time)	Improved KS4 outcomes Increased engagement with education Reduced negative behaviour incidents (including FTEs) Increased positive behaviour incidents Students make safe and informed decisions

	structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary. 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	Period 13 provision for examination groups Crack-it programme: A programme for 9 KS4 students provided Teachmeets for vulnerable students	Minibus costs & cover (1 period in morning and 1 person in afternoon) 15 mins every week (ave. 12 per week)	
Planning for pupils with Special Educational Needs and Disabilities (SEND)	Creating a positive and supportive environment that promotes high standards and positive relationships can help ensure pupils can access the best possible teaching. Consistent routines are important for behaviour in school and this proactive approach to behaviour will support all pupils, including those with SEND. An important principle for teachers in managing behaviour is to get to know and understand each pupil, supporting them in the self-regulation of their behaviour. Self-regulated learners can see larger tasks as a series of smaller more manageable steps. Pupils will need teachers, teaching assistants or tutors to scaffold self-regulation to support them in organising equipment, their time and remembering routines	<u>Level 3 interventions:</u> Art intervention - 10-15 students, 1 TA 2 hours per week ASD conversation group Phonics programmes Diagnostic reading assessment tool used to identify students in need of extra reading support Conversation groups - 22 students across 4 groups	1 TA - 2 hours per week 4 TAs - each with 1 hour per week	Helping students express their emotions through art Help students communicate and interact with one another and the wider community

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Wider Approaches				
EEF recommended strategy	**EEF rationale**	**Specific implementation at The Buckingham School**	**Cost**	**Expected Impact**
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. Understandably, the impact of Covid-19 closures means many schools are revisiting their approach, to secure support in readiness for this new school year. As most children will change teachers in September, valuable transition information will need to 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.	Tiered levels of support put in place dependent on level of need: Tier 1 = EHCP students/social care involvement Tier 2 = SEN K, young carers and those identified with mental health concerns Tier 3 = those with poor engagement in prior remote learning periods Tier 4 = no known issues Extra 'small school' provision put in place for most vulnerable students <u>Meeting SEMH need</u> Managing anxiety groups - currently 3x6 = 18 students Extra counsellor employed to meet need	 3 hours per week - Therapeutic mentor leading 1 day per week	Ensuring students are safe and do everything we can to keep students engaged in their education to minimise gaps in their learning. Help students manage their anxiety and their social, emotional and mental health needs Manage students' counselling needs
Access to technology	'Pupil's access to technology has been an important factor affecting whether they can learn at home. As pupils return to schools, technology could also be valuable; for example, by facilitating access to online	Requests for IT support for families were met through: - 59 digital devices provided to students (44 provided by DfE)	15 chromebooks provided by school 8 USB keyboards	Ensure all students are able to access their remote learning and not be disadvantaged Ensure students have access to the best remote learning

	tuition or support.'	- 8 USB keyboards provided to families Purchase of 3rd party applications and platforms - e.g. GCSEPod, Tassomai Digital copies of texts available	GCSEPod - £8575 (Tassomai and other platforms FoC)	platforms available. Provide staff with resources that enhance efficiency and offer alternative methods of delivery and assessment. Ensure students have everything they need in order to access their curriculum fully.
Supporting parents and carers	Parents have played a key role in supporting children to learn at home and it is essential that schools and families continue to work together as pupils return to school. Providing additional books and educational resources to families, with support and guidance, may also be helpful – for example, offering advice about effective strategies for reading with children.	Family surveys Production of remote learning booklets		Continued support and strong communication so families feel connected with school.