

The Buckingham School Covid-19 Post 16 funding 2021-22



Summary Information				
School	The Buckingham School			
Academic Year	2021-22	Catch-Up Premium Allocations £4,426.00	Number of pupils	2021-22 Total: 118 Year 13: 61 Year 12: 57

Guidance
<p>The 16-19 tuition fund is an additional allocation of funding that the school has received from the Education and Skills Funding Agency (ESFA) for the 2020-21 academic year only. This fund has been provided to support students aged between 16-19 whose levels of attainment have been affected by coronavirus (COVID-19).</p>

Recommended strategy	Rationale	Specific implementation at The Buckingham School	Cost	Expected Impact
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.	<p>Staff adapted teaching materials for amended exam content – as advised by exam boards. Resources were produced and shared with students to make these clear.</p> <p>Where adaptations were made, curriculum teams have put in place revisions that were as close to original as possible</p> <p>3M strategy implemented across all curriculum areas - Mapping of where students are, Mastering content that needs re-covering and Moving on with the curriculum</p>	<p>Cost of extra time for adaptation and production of resources.</p> <p>18 subjects with experienced staff typically UPS2 £41.00 an hour</p> <p>Typically extra 3 hours per subject £123.00 per subject X 18 subjects = £2,952</p>	<p>Students can plan revision better and are prepared for the correct exam material.</p> <p>Any gaps in curriculum knowledge would have to be delivered so curriculum plans would be adapted to suit.</p> <p>Teachers have an excellent understanding of where students are on their learning journeys. Identifying students of concern, to support them in achieving their projected outcomes whilst securing</p>

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				appropriate future career pathways.
Supporting remote learning	<p>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 (Education Endowment Foundation) 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.</p>	<p>CPD - remote learning. Extra sessions provided on systems, software and the delivery of quality learning experiences.</p> <p>Increased department time (weekly) to share best practice and discuss teaching and learning sequences, opportunities and overcome potential barriers to learning.</p>	<p>2 x 1 hour sessions (all teaching and supporting Sixth Form team)</p> <p>18 subjects + 2 non KS5 staff= 20 Typically UPS2 staff £41.00 per hour 20 staff x 2 hours at £41.00= £1,640.00</p>	<p>All students experience excellent remote learning opportunities.</p> <p>Staff are upskilled in their remote learning provision, being able to use an increased range of tools and software to suit individual student needs.</p> <p>Reduced in-school variation of remote learning experiences.</p> <p>Subjects adapt curriculum plans for remote provision together to ensure quality throughout the pandemic.</p>
One to one and small group tuition	<p>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</p>	<p>Tutor time Peer to Peer programme was implemented to support subjects each day in tutor time to receive an extra 30 mins of teaching and learning support, including focused revision and exam technique. The timetable provision was compulsory for students who were underperforming in any of their subjects.</p>	<p>P2P 30 mins X 4 sessions a week = 2 hours a week Per person £12.50 hourly rate. £25.00 per week X 2 staff= £50.00</p> <p>29 weeks of the year= £1,450.00</p>	<p>Students' improve their skills and knowledge to 'catch up' with their peers in all of their subjects (where needed) through the timetable peer to peer tutor time provision.</p>

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	<p>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.</p>			
<p>Access to technology</p>	<p>'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 tuition or support.'</p>	<p>Digital copies of texts available</p> <p>Digital resources available for staff to access, when required</p>	<p>Resources and training for staff, as required</p>	<p>Ensure all students are able to access their remote learning and not be disadvantaged digitally.</p> <p>Ensure students have access to the best remote learning platforms available.</p> <p>Provide staff with resources that enhance efficiency and offer alternative methods of delivery and assessment.</p> <p>Ensure students have everything they need in order to access their curriculum fully.</p>