



Ernest Bevin College Coronavirus (COVID-19) Catch-up Premium (updated 15th March 2021)

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 students 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](#):

A summary of their best practice is as follows:

Overall strategy area	Specific strategies
Teaching and whole-school strategies	<i>Supporting great teaching student assessment and feedback Transition support</i>
Targeted approaches	<i>One to one and small group tuition Intervention programmes Extended school time</i>
Wider strategies	<i>Supporting parents and carers Access to technology Summer support</i>

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 shared with the Governing Body. When Ofsted re-commence routine inspections, they will make judgements about the quality of education being provided which will include how schools are using the funding to ensure the curriculum has a positive impact on all students.



Ernest Bevin College Coronavirus (COVID-19) catch-up premium strategy outline

ACADEMY NAME	Ernest Bevin College
PRINCIPAL	Ms Tracy Dohel
CHAIR OF LOCAL ADVISORY BOARD	Mr Anthony Langan
AMOUNT OF COVID-19 CATCH-UP PREMIUM	£62,800 + £30 807 (sixth form)

Strategy Area	Specific strategy	Success criteria	Evaluation	COST	Impact
Teaching	<p>Assessment strategies To improve student assessment and feedback.</p> <p>To improve knowledge where there are gaps using software packages and apps, including MathsWatch, Kerboodle, Pearsons</p> <p>Year 7 baseline CATs 4 and Lucid Exact testing.</p> <p>Dedicated staffing providing remote learning to students who are self-isolating</p> <p>Microsoft 365 for all staff and students to allow remote working with</p>	<p>Regular data collection. Gaps identified provide feedback for intervention.</p> <p>Improved student progress across all subjects.</p> <p>Students maintain their progress across the curriculum</p>	<p>Software used to support students gaps and summary reports evidence high usage.</p> <p>Assessments</p>	<p>£24,000</p> <p>£5,000</p>	<p>Ongoing curriculum work to ensure gaps in skills and knowledge are identified and addressed.</p> <p>CATs data was used to identify HPA, MPA and LPA pupils, and this information was provided to staff, and shared on SchoolVue. Students with prior data from Primary school were RAG rated with the CATs data to identify those who may benefit from intervention. Students in the nurture group were rearranged as a result of the CATs information.</p> <p>Numbers of students accessing the learning has greatly increased.</p>



	OneDrive and Teams. Includes upgrading Teams.				Teachers are able to deliver three live lessons a day and work from home.
Targeted Academic Support	<p>Small group (3-1) tutoring with specialists through NTP partners Brilliant Club:</p> <p>Targeted at HPA students with at least one qualifying disadvantaged category who have been identified as falling behind expected progress</p> <p>Students identified and tracked using SchoolVue and 4Matrix</p>	<p>Students meet aspirational target grades.</p> <p>6 students supported in Physics, Biology, Chemistry and English in KS4, and 12 students in KS3 in English.</p>	<p>To start in April 2021 On- going.</p>	<p>£2,340</p> <p>£20,100 £1,000</p>	<p>To begin April 2021</p> <p>SchoolVue also used to ensure safe working using live seating plans; additionally it proved vital in ensuring school behaviour policy was implemented successfully, ensuring BfL in lessons was conducive to all students making progress.</p>



Targeted Academic Support	Tailored twilight learning for Year 11 and 13 students, subject teachers at the school delivering additional lessons online through Teams and in person to targeted students. students tracked using 4Matrix, and SchoolVue Revision guides, photocopying, resources, etc.	Students meet aspirational target grades. Students that are targeted to attend and have at least 90% engagement in sessions.	Started Sept. On-going.	£2,000	Awaiting 2021 results.
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<p>Targeted Academic/ Wellbeing Support</p>	<p>Wellbeing All students have access to school counselling. Students identified through wellbeing checks and referrals to the Wellbeing Panel. (portion of cost, assigned because of uptake as a result of lockdown: focus of counselling has been anxieties as a result of closure/coronavirus)</p>	<p>Students attend and make progress and have an identified adult to increase confidence, self-esteem, target setting and career planning.</p>	<p>Started Sept. Ongoing</p>	<p>£25,000</p>	<p>Data available on referrals to Student Support Service and linked groups that the college works with.</p>
<p>Targeted Academic Support</p>	<p>Improved school infrastructure Classrooms set up with webcams and visualisers. Graphic pads purchased for Maths dept. To enable remote teaching. Visualisers purchased to allow teachers to demonstrate work at safe distance. Small group intervention with a dedicated tutor for sixth form students re-taking English and/or maths.</p>	<p>Students self-isolating have access to learning and make progress towards attaining their aspirational targets. Students gain at least a grade 4 in English and/or maths GCSE</p>	<p>Partially Complete Partially complete</p>	<p>£1,000 £160 £1,750 £2,520</p>	<p> Nov entries: English 30% passed, Maths 27% passed</p>



TOTAL AMOUNT SPENT	£93,690
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Additional comments/ evaluations (if required):

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

1. Findings from our surveys (students, staff and parents) re access to more online materials to further support their learning
2. Analysis of mocks and assessments(gaps and need identified)
3. The difficulties with technology coverage for our students and teachers with reference to the blended learning experience
4. Feedback from HoY on the need for non-academic support for some families and students
5. Knowledge and reference of the EEF toolkit