

Coronavirus catch-up premium

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 government has announced £1 billion of funding to support children and young people to catch up. This includes a one-off universal £650 million catch-up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time. Schools are allocated £80 for each pupil in Reception to Year 11 in the October school census.

Use of funds

Schools have been directed to 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. The Education Endowment Foundation (EEF) has produced a coronavirus (COVID-19) support guide for schools. This has been used at Gosforth Group schools to give an evidence-based approach to catch up for students and to help direct this additional funding in the most effective way.

Intended Spending

An intended initial core programme is detailed below. Importantly, flexibility still exists to respond to the emerging needs of students as the academic year progresses.

Spend	Main Purpose	Impact evidence
Maths Support Assistant	Graduate employed to work as part of the core department team. Role includes: <ul style="list-style-type: none">• Working with small groups of students on catch-up activities before and after school ;• Providing support for certain students within curriculum time;• Providing quality specialist cover for absent colleagues within the department;• Supporting students, who require extra help, after periods of self-isolation.	-Improved student attainment and progress
English Support Assistant	Graduate employed to work as part of the core department team. Role includes: <ul style="list-style-type: none">• Working with small groups of students on catch-up activities before and after school ;• Providing support for certain students within curriculum time;• Providing quality specialist cover for absent colleagues within the department;• Supporting students, who require extra help, after periods of self-isolation.	-Improved student attainment and progress

Teach First Academic Mentor	A graduate, trained by the Teach First programme allocated a full time school placement. Subject area of need decided by school to be Humanities. The mentor will: <ul style="list-style-type: none"> • Work within the classroom and with small groups across all year groups; • Provide extra catch up opportunities after school where appropriate. 	-Department and student outcomes
In house Tutoring Programme	Part time and retired Science staff: <ul style="list-style-type: none"> • Running weekly small group tuition post mock exams to support students in small groups with revision of key topics; • Having a Key focus area of Science at NGA – intention to support an additional 20 students with extra provision once per week. 	- Student outcomes
GCSE POD learning package Fresh Start Resources	Award winning digital resource with content and assessment for 28 subjects. Bought to: <ul style="list-style-type: none"> • Enhance the blended learning offer for all students in year groups 9-11; • Support students in independent study and revision for assessments. 	- Student Voice - Engagement statistics and outcomes
Additional ICT equipment	To improve the quality of remote and in school teaching throughout the pandemic a need for the following additional ICT equipment was addressed: <ul style="list-style-type: none"> • Maths Tablets 	- Student voice. - Lesson feedback
Revision guides and additional resources provided for KS4 pupils	To complement other revision support and further aid student independent study <ul style="list-style-type: none"> • Complete set of revision guides provided for all Y11 students; • Workbooks also provided for selected students. 	-Student outcomes. -Student survey.
Additional subject resources	To help departments with specific additional Covid challenges. Examples include supporting: <ul style="list-style-type: none"> • MFL purchase of additional KS3 and 4 ICT packages; • Geography purchase of additional KS3 and 4 ICT packages 	-Analysis of student results.
Implementation of increased intervention time	<ul style="list-style-type: none"> • Specialist En / Ma focus intervention groups ; • Y10 'Option D' time to be resourced with core support materials in Summer term. 	-Student outcomes. -Student survey on use of extra
SEND department additional resourcing	To provide enhanced support for the most vulnerable students by running: <ul style="list-style-type: none"> • Small group specialist intervention; • Literacy and numeracy groups in Y7&8; • A Homework club available to all year groups; • Individual extra support where necessary. 	-Student voice.

Implementation of increased testing in KS3	<p>Midyis testing:</p> <ul style="list-style-type: none">• To provide ability and aptitude data for Y7 students in the absence of KS2 scores <p>Baseline assessments in Literacy and Numeracy in Y7 – 9:</p> <ul style="list-style-type: none">• To determine deficits so that interventions can be effectively targeted	-student outcomes
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