



Covid Catch-up 2020-2021

What is the Covid Catch up premium?

The Covid catch up premium is funding provided by the government for the year 20-21 to support students who have experienced disruption to their learning during the previous academic year. Our allocation for 2020-2021 is £95,000.

How did we decide how to spend the premium?

In deciding how to use the Covid Premium we have looked at the research available and identified barriers for our particular cohort of students.

In particular we looked at:

- The National Tutoring programme's guide to effective tutoring available here: <https://nationaltutoring.org.uk/resources>
- The EEF review of The Impact of School closures on the attainment gap available here: [https://educationendowmentfoundation.org.uk/public/files/EEF_\(2020\)_-_Impact_of_School_Closures_on_the_Attainment_Gap.pdf](https://educationendowmentfoundation.org.uk/public/files/EEF_(2020)_-_Impact_of_School_Closures_on_the_Attainment_Gap.pdf)
- The EEF Covid 19 Support guide for schools and tiered intervention approach available here: https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf and here: https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2020-21.pdf

Nobel barriers:

Through dialogue with our parents we also identified the following barriers for some of our students during this period:

- Work completion due to a range of challenging home circumstances
- Low Literacy levels
- Difficulties with Numeracy basics with no adult able to support at home



As a result, we are approaching Covid catch-up in a three tier system:

- **Tier 1** = Quality first teaching
- **Tier 2** = Targeted Academic support
- **Tier 3** = Wider actions



Tier 1 = Quality first teaching.

Strategy	Description	Who will this target?	Date	Expected impact
Improved use of direct instruction and guided practice. <i>(See Appendix 3)</i>	Department CPD time dedicated to delivery of lessons to ensure subject knowledge development and clear explanations to students. This will be supplemented by whole-school sessions on Rosenshine's principles of instruction.	All Nobel teachers	Sep 2020	Improved instructions and guided practice in lessons
Improved use of responsive teaching <i>(See Appendix 2)</i>	Weekly staff CPD sessions focused on a range of responsive teaching strategies to allow staff to respond to gaps and need without using traditional marking strategies. A reduction in workload to support staff by ensuring lessons from 7-10 are pre-planned will support staff to focus on this.	All Nobel teachers	Friday briefings Autumn term	All staff able to use targeted diagnostic assessments. All departments to have consistent low-stakes testing. Teachers able to address needs 'live' in the classroom.
Improve the rigour of assessment data in year 10	Developing Year 10 assessments to ensure they are reliable and valid with parity across the year group.	CTLs and HOY	ML sessions. First data Autumn 2020	Improved data will lead to improved motivated and targeted intervention. Reduction in teacher workload as the only assessments sat become manageable and meaningful.
Consistency of curriculum across KS3-KS5	Working with middle leaders to ensure the same principles of learning implemented at KS3 are moved across to KS4 and KS5	ML in the first instance and then all teachers.	Full year project	Fully resourced curriculum for KS3-5 ready for September 2021.
Targeted development sessions for Early Career Teachers	Fortnightly sessions for ITT and NQT teachers to develop	ITT and NQT teachers	Sep 2020- June 2021	



Tier 2 = Targeted Academic Support

Where applicable, DA students who have encountered additional barriers to learning during lockdown will be given priority for additional support.

Catch up	Description	How will students be identified?	Date	Expected impact
Small group tutoring sessions	Academic mentors to run tutoring sessions before and after school. Each session follows a 6 week cycle. CTLS to determine where gaps are in student learning and work with the tutors to produce targeted support.	CTLs will utilise baseline tests to identify students.	Oct 2020	Improvement in percentage scores during summative exams.
Mytutor 1-1 catch up tutoring 11	1-1 virtual tutoring through my tutor. One hour weekly sessions for fifteen weeks.	CTLs to identify Year 11 students most at risk of underachievement in Science and Maths	Oct 2020	Students to secure their target grade in Maths and Science
Reading support Year 7	A Deputy Head of Literacy appointed to support reading in before school reading sessions.	Year 7 NGRT and CATS. English Teacher identification.	Sep 2020	Improvement in students' standardised scores to bring them into the average range for their chronological age.
Numeracy catch up	Targeted form group support for those not yet secondary ready.	Year 7 CATS and Baseline tests	Sep 2020	Improved scores in maths tests to bring in-line with the year group average.
Year 9 withdrawal	After the options process, some students will be removed from subjects they are not continuing with to secure literacy and numeracy knowledge before their GCSEs.	Teacher assessment	Easter 2021	
Year 11/13 additional curriculum time	Additional lesson time to be delivered on Saturdays and during the holidays for students who have missed aspects of the course.	Teacher assessment	Half-terms and holiday days	Reduced gap between DA and non DA performance in 2021 exams.



Tier 3 = Wider support strategies

Strategy	Description	Who will this target?	Date	Expected impact
PP welfare check-in	Termly interviews with DA students who were identified as falling behind in lockdown.	DA	Sep 2020	The gap between DA and non-DA performance to narrow.
Social and emotional support.	Students surveyed in the Autumn term and results compared to lockdown survey. Targeted support put in place based on results.	All Nobel students.	Year-long project.	Surveys will show an improvement in student well-being.
Removal of day-day supply teachers.	Day to day supply teachers replaced by permanent cover supervisors and leadership staff to ensure the curriculum is delivered at all times.	All Nobel students	Year-long project	Improved consistency in lessons.
Improved mainstream SEND provision	Graphic organisers created in each subject to aid metacognition for SEND pupils.	SEND register students		Decreased gap in attainment between SEND and non-SEND students.