



### Coronavirus Catch-Up Premium – Strategic Plan 2021-2

Students have lost a considerable period of curriculum time given the extended period of school closure. The gap between the more able and less able/disadvantaged/vulnerable is widely reported to have widened. The government has therefore announced one off funding of some £650 million (£72,500 for Kingsmead) to 'close the gap' for academic year 2020-21 and some £18,000 for academic year 2021-22. This is the link to government guidance on the Catchup Premium:

<https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium>

#### Use of funds – academic

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances. The Education Endowment Foundation's 'Support for Schools Guide' gives details on how to use this funding:

[https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19\\_Resources/Covid-19\\_support\\_guide\\_for\\_schools.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf)

Based on the following evidence, **we will deploy the majority of catch-up funds to support one to one and small group tuition at Kingsmead School, prioritising students in Years 7 & 8:**

- There is extensive evidence supporting the impact of high-quality one to one and small group tuition as a catch-up strategy
- We will prioritise pupil premium students of intervention, who are likely to have missed the most schooling and historically make lower levels of progress than non-pupil premium students
- To be most effective, creating a three-way relationship between tutor, teacher and pupils is essential, ensuring that tuition is guided by the school, *linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback*
- There is extensive evidence showing the long-term negative impact of beginning secondary school without secure literacy skills. Programmes are likely to have the greatest impact where they meet a specific need, such as oral language skills or aspects of reading, include regular sessions maintained over a sustained period and are carefully timetabled to enable consistent delivery.
- Effective intervention follows assessment, which can be used to ensure that support is well-targeted and to monitor pupil progress.

#### **Who would be targeted?**

The following student groups will be targeted:

- Students who have not engaged in remote learning during school closure
- Students who are making inadequate academic progress based on census point data

- Students who have arrived at Kingsmead with a low Literacy/Numeracy age
- Student in receipt of the Pupil Premium

### **Staffing & deployment**

Helen Anson and Carolyn Yon are the individuals will coordinating, delivering and analysing the effectiveness of intervention/tutoring in English and Mathematics for Kingsmead students.

Their interventions take place across the school day with withdrawal from non-core lessons.