

## **COVID-19 CATCH UP FUNDING 2020-2021**

### **Context**

In June 2020, the Prime Minister announced that state schools in England were set to benefit from a £1 billion COVID-19 “catch-up” package to directly tackle the impact of lost teaching time. The government announced £650 million would be shared across state primary and secondary schools over the 2020-2021 academic year and would be a one-off grant to support pupils in education. It recognises that all young people have lost time in education as a result of the pandemic, regardless of their income or background.

### **Our Aim**

As an ethos driven school, we believe that all children have the right to the best possible education through an ethos of excellence. It is at the very heart of everything we do. We want to use this funding to continue ensuring that every student can access the curriculum and develop into resilient, confident, and articulate young adults. Our approach to offer a wrap-around education will be reflected in the strategies we employ, so that all needs of the students are considered, and we can show impact of this support.

We will achieve this through the

- formal curriculum - students are given the tools to close the gaps and gain the knowledge needed for the next stage of their education and later into adult life.
- hidden curriculum - students are supported socially and emotionally and given the tools to build resilience. Their mental health and well-being are supported so they continue to develop into lifelong learners.
- wider curriculum - all students are offered a range of classroom and extra-curricular activities that develop character attributes and employability skills. High quality, independent careers guidance helps students emerge from school with a more fully rounded attitude that prepares them for the world of work.

### **The George Spencer approach to the allocation of funding:**

We have used research from the Education Endowment Foundation (EEF) to provide a 3-tiered approach. These tiers are: teaching, targeted support and wider strategies. The intent of each strategy and how it will be implemented is then planned and the impact measured over time. This is ongoing throughout this academic year and, in the ever-changing landscape, new initiatives and ideas are being continually reviewed.

### Examples of support strategies

<b>Formal curriculum through teaching</b>	<ul style="list-style-type: none"><li>• Reading plus - adaptive literacy programme to support Year 7s with low literacy levels. An intensive reading package that will upskill and support them to make progress with reading speed, comprehension skills and vocabulary.</li><li>• Fund the purchase of webcams and annual subscription to online video making service Loom. Equipping teachers with the tools and software to teach remotely and gives all students access to high quality teaching</li></ul>
<b>Targeted support</b>	<ul style="list-style-type: none"><li>• Online learning and revision platform GCSE Pod purchased for Year 10 and 11 - to raise attainment, impact, and engagement within the GCSE cohorts.</li><li>• Team building day for Year 7 to support socialising and building their sense of community after a reduced transition process in the summer.</li></ul>
<b>Wider strategies</b>	<ul style="list-style-type: none"><li>• Provide devices for students so that all have access to on-line learning if self-isolating or shielding.</li><li>• School Counsellor for all years employed to support students whose mental health has directly and adversely been affected by the pandemic.</li><li>• Online library access for all years (including audiobooks) - to continue to foster a love of reading whilst the library is closed.</li></ul>