

Catch-Up Premium Plan

Phoenix Collegiate



Summary information

School	Phoenix Collegiate				
Academic Year	2020-21	Total Catch-Up Premium	£130,560	Number of pupils	1930

Guidance

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 aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in year's reception through to 11.

As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.

Use of Funds

Schools should 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.

To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a [coronavirus \(COVID-19\) support guide for schools](#) with evidence-based approaches to catch up for

EEF Recommendations

The EEF advises the following:

Teaching and whole school strategies

- Supporting great teaching
- Pupil assessment and feedback
- Transition support

Targeted approaches

- One to one and small group tuition
- Intervention programmes
- Extended school time

Wider strategies

- Supporting parent and carers

all students. Schools should use this document to help them direct their additional funding in the most effective way.

- Access to technology
- Summer support

Identified impact of lockdown

Gaps in knowledge across the curriculum	Specific content has been missed, leading to gaps in learning and stalled sequencing of curriculum journeys. This has been noticeable across all year group. This has hindered progress due to a lack of exposure to regular retrieval which is built into the curriculum. This has continued into the school term, with students self-isolating.
Facilitating remote learning	Facilitating remote learning across the school has been a top priority at Phoenix. There have been many barriers and adjustments to creating an effective system. Phoenix have developed a remote learning policy in which live lessons are delivered and student engagement is monitored. There has been training on these systems for both staff and students.
Transition/P arental Engagement	Due to restrictions, transition and parental engagement has been hindered. Some of the events such as transition days, tours of the school, whole school events and parents evening have been moved to remote versions.
Loss of direct learning time	There has been a significant loss of learning time, which in turn has had a direct effect on the curriculum delivered at Phoenix. There have been some slight reductions in subject content in some KS4 courses from the DfE, however departments have had to readjust curriculum journeys and schemes of work to mitigate loss of learning, with a focus on key threshold concepts.

Planned expenditure - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools

i. Teaching and whole-school strategies

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting great teaching:</u></p> <p>To support Teaching and Learning under restrictive measures as teachers will need to maintain 2m distance from students with students remaining in the same classroom/zone.</p> <p>Teachers will re-establish T&L expectations with classes to close gaps in knowledge.</p> <p>There have been periods of time that teaching staff will need to self-isolate for various reasons. To minimise the impact of this and to continue to facilitate specialist teacher input, Phoenix will offer live lessons via MS Teams when possible through staff working at home.</p> <p>To re-establish the quality of the curriculum through the use of specialist rooms at KS4 and KS5 – additional covid cleaning will be required to allow teachers to facilitate lessons (examples include ICT/Food/Tech/Sci).</p>	<p><i>Purchasing trays, mini whiteboards and equipment to ensure all students have access to the curriculum and strengthen formative assessment.</i></p> <p style="text-align: right;">(£6,736)</p> <p><i>Purchasing safety screens to create “teacher helpdesks” which will allow for feedback within a lesson.</i></p> <p style="text-align: right;">(£12,000)</p> <p><i>Additional cover supervisors (X2) to facilitate live lessons.</i></p> <p style="text-align: right;">(£18,400)</p> <p><i>Development of curriculum resources for departments including the implementation/printing of knowledge organisers.</i></p> <p style="text-align: right;">(£3,000)</p> <p><i>Expenditure of covid cleaning team to allow use of specialist rooms at KS4/5.</i></p> <p style="text-align: right;">(£25,000)</p>		<p>DML</p> <p>EB2</p> <p>SK5</p>	<p>March 2021</p>
<p><u>Teaching assessment and feedback</u></p> <p>Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments.</p>	<p><i>Purchase and implement GL assessment to identify gaps in knowledge for KS3 students (in particular Y7 students).</i></p> <p style="text-align: right;">(£7,000)</p>		<p>DD</p>	<p>March 2021</p>

<u>Transition support</u> Children who are joining school from different settings or who are beginning their schooling with Phoenix have an opportunity to become familiar and confident with the setting before they arrive.	<i>Staff to continue visiting primary school to support transition.</i> (N/a)		RJ	March 2021
Total budgeted cost				£72,136

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>1-to-1 and small group tuition</u> Accelerate the progress of identified learners that are at risk of underachievement. This will be completed as small group or one to one intervention for maximum impact. This will be through the National Tutoring Programme.	<i>Recruitment of an academic mentor in English to support with small group intervention. Investigate the possibility of additional academic mentor in phase 2.</i> (N/a)		SK/KN	March 2021
	<i>Investigate the use of tuition partners via the National Tutoring Partners</i> (N/a)		SK	
<u>Intervention programme</u> Intervention programmes in literacy and numeracy have previously been implemented through pupil premium funding.	N/a			
<u>Extended school time</u> Year 11 students follow a period 6 timetable delivered by the current staffing within Phoenix. The period 6 programme extends the school day to 3.45pm x 3 a week and allows additional teaching time in every subject.	<i>Period 6 is supported by existing staff members across the school.</i> (N/a)		SK/DD	March 2021
Total budgeted cost				£16,000

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Supporting parents and carers</u> Students will have greater opportunities to access learning at home. Traditional communication methods such as parents evening and motivation evening will need to continue in a remote manner. Students returning from periods of self-isolation deserve and require the best possible pastoral support during these uncertain times.	<i>Purchasing schoolcloud software to support remote parental communication.</i> £1,300 <i>Additional staffing to support the pastoral team.</i> £30,500		KB3 MGS/JS/CWE	March 2021
<u>Access to technology</u> Teachers have laptops that are equipped with webcams and allow the teachers to access school-based resources from home. Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children. In school provision to be supported with additional visualisers to cover every classroom.	<i>Visualisers provided in every classroom (additional 10 to be purchased) and additional 10 laptops for staff use.</i> £6,500		SK/DML	March 2021
<u>Summer Support</u> NA				
Total budgeted cost				£38,300
Cost paid through Covid Catch-Up				£126,436