



## 2020-21 COVID-19 catch-up premium

The government COVID-19 catch-up premium has been established to mitigate the effects of the unique disruption caused by coronavirus. The grant will only be available for the 2020-2021 academic year. Schools should use this funding for specific activities to support pupils to catch up for lost teaching time over the previous months. To support schools to make the best use of the funding, the EEF has published a support guide:

<https://educationendowmentfoundation.org.uk/covid-19-resources/covid-19-support-guide-for-schools/#nav-covid-19-support-guide-for-schools1>

A summary of best practice is as follows:

<b>Teaching and whole-school strategies</b>	<p><i>High quality teaching for all</i></p> <p><i>Effective assessment and feedback</i></p> <p><i>Supporting remote learning</i></p> <p><i>Transition support</i></p> <p><i>Professional development for all staff</i></p>
<b>Targeted approaches</b>	<p><i>High quality one to one and small group tuition</i></p> <p><i>TA and targeted support</i></p> <p><i>Planning for students with Special Educational Needs and Disabilities</i></p>
<b>Wider strategies</b>	<p><i>Communication with and supporting parents and carers</i></p> <p><i>Supporting students' social, emotional and behavioural needs</i></p> <p><i>CEIAG information and support</i></p>

## COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	KS3 & KS4: 1045 KS5: 302	Amount of catch-up premium received per pupil:	KS3 & KS4: £80 pp. KS5: £150 per instance for full time students without GCSE grade 4 or above in English and/or maths.
Total catch-up premium budget:	KS3 & KS4: £83,680 KS5: £986		

STRATEGY STATEMENT
<p>The Keswick School catch-up strategy is informed by the research and guidance available to us from the Department for Education and the Education Endowment Foundation, and reflects the priorities of the School Improvement Plan. We will target extra funding on measures proven to be effective so that students receive the education, opportunities and outcomes they deserve, particularly for those who are most disadvantaged. We are fully committed to ensuring that any school closure or Covid related student absence have a minimal effect on the students' learning and wellbeing. <b>The strategy plan and costs will be subject to change as we react to national, and/or local situations.</b> (Additions in red Spring term 2020/additions in green made summer 2020)</p>

## Barriers to learning

### ADDRESSING BARRIERS TO FUTURE ATTAINMENT

Addressing **academic** barriers:

A	Ensure that any gaps in knowledge as a result of school closures are addressed by our catch up strategies.
B	Ensure that the school adopts a thorough process to identify students who require catch-up using internal data and teacher expertise.
C	Ensure that students have positive levels of wellbeing and are confident they can achieve, despite any disruptions to learning.

### ADDRESSING ADDITIONAL BARRIERS

Addressing **external** barriers:

D	Ensure all students have access to IT devices and online/remote learning resources.
E	Ensure students' social, emotional and behavioural needs are met.

## Planned expenditure for current academic year

Quality of teaching for all						
Action	Intended outcome and success criteria	What's the rationale and evidence for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?	Evaluation of impact - autumn 2021
Subject review of curriculum post-school closures	All subject areas will review their curriculum offer in light of spring/summer 2020 lockdown and further 2020-21 disruptions to learning.  Any gaps in content and knowledge will be addressed through 2020-21 revised planning and assessment.	To identify gaps in learning and inform curriculum planning.  <i>The EEF guide to supporting school planning: A tiered approach 2020-21<sup>1</sup></i>	HoD review of curriculum documents and adapted teaching for 2020-21 to address gaps in knowledge and any misconceptions.  Improving Outcomes meetings with HoD, AHT (data and assessment) and AHT (standards and intervention).	JR/HoD/AA/JW	September 2020.  Termly.	Minutes from Improving Outcomes meetings.  Covid adaptations for SoW from HoDs.  Review and implementation of subject reviews and line management meeting frameworks introduced to focus on curriculum.
Access to the curriculum and closing the learning gap	Whole school focus: <ul style="list-style-type: none"> <li>vocabulary</li> <li>reading strategies</li> </ul>	To identify gaps in learning and inform curriculum planning.	<b>Under review due to a third national lockdown and implementation of remote learning.</b>  Staff CPD/Inset to recap and refresh 2019-2020 development work. <b>Spring</b>	JR/AA/JG	Termly	Whole-school CPD plan. Subject CPD plans. INSET Sept 2021 and twilight on

<sup>1</sup> [School Planning Guide 2020-21](#)

	<ul style="list-style-type: none"> <li>retrieval and scaffolding strategies</li> <li>SEND</li> </ul> <p>To continue school improvement work from 2019-2020.</p> <p>To consider the impact of Covid-19 on teaching and learning.</p>	<i>The EEF guide to supporting school planning: A tiered approach 2020-21</i> <sup>2</sup>	<p>INSET was postponed in order for staff to respond to the move to remote learning.</p> <p>Calendar subject development sessions for the spring and summer terms to develop curriculum planning and learning resources.</p>			<p>vocabulary took place. January INSET scheduled.</p> <p>SEND CPD delivered in Oct 2021.</p>
<p>Visualisers installed in all classrooms/teaching spaces. Can be taken home by teachers to be used remotely.</p> <p>Cost: £5,400</p>	<p>Visualisers enable teachers to offer explicit instruction through exemplification, modelling and scaffolding. They are also used in remote teaching to offer high quality provision for students isolating due to Covid.</p>	<p>To support high quality teaching in the classroom and remotely.</p> <p><i>The EEF guide to supporting school planning: A tiered approach 2020-21.</i><sup>3</sup></p>	<p>Autumn term</p> <p>Staff training for all: staff CPD Google Classroom with instructional videos and help sheets; small group tutorials offered at different times of the day. ICT support from IT technicians.</p> <p>Spring / summer term review of visualiser use.</p>	JR/AA	Termly	<p>Visualisers used extensively by teachers to deliver remote learning through live lessons and videos. Back in school, the visualisers have been used to model worked examples and to give personalised feedback to students. They have also been used to support online parents' evenings.</p>

<sup>2</sup> [School Planning Guide 2020-21](#)

<sup>3</sup> Ibid.p.6

<p>Purchase of Chromebook trolleys for year group bubbles.</p> <p>Spring 2021 - Chromebook loan system in place for students struggling to engage with remote learning. WELL grant used to buy an extra 20 devices for students disadvantaged by lack of technology (£4582)</p> <p>Cost: £22,198</p>	<p>Access to technology will enable subjects to deliver the curriculum despite having limited access to specialist teaching areas (KS3) i.e. computing and access to online diagnostic testing. Year 7 will also be taught how to access online learning resources and submit work in computing lessons.</p>	<p>To provide access to technology and embed use of Google Classroom.<sup>4</sup></p> <p><i>The EEF guide to supporting school planning: A tiered approach 2020-21.</i></p>	<p>Booking system in place and utilised in the spring term year group hubs.</p>	<p>SJ/JR</p>	<p>Termly</p>	<p>Each year bubble had access to one or more trolleys of Chromebooks throughout 2019-2021. This allowed practical subjects such as DT, drama and music to deliver subject content more effectively when teaching out of subject areas. The trolleys have been redeployed to support areas of the school with more limited computer access for 2021 and a booking system implemented.</p> <p>Year 7 trained in use of Google Classroom as a priority.</p>
<p>Diagnostic tests:</p> <p>Year 7 CATs and Literacy Assessment Online</p>	<p>Year 7 - Employ standardised tests to set baseline data for Year 7 (autumn 1) in advance of subjects setting standardised assessments (autumn 2).</p>	<p>To set baselines and inform planning, teaching and intervention.</p> <p>'High level assessments can give us broad insights into individuals and groups who may need support... but won't typically offer diagnostic</p>	<p>Data used to inform:</p> <ul style="list-style-type: none"> <li>● Subject curriculum</li> <li>● Lesson planning</li> <li>● Intervention strategies</li> </ul> <p>This information will be disseminated to all staff at the soonest opportunity.</p>	<p>JR/JW/AA</p>	<p>Termly</p>	<p>CATS and Literacy Assessment Online reading completed autumn 21.</p> <p>Data used to identify target groups for</p>

<sup>4</sup> ibid p.12

<p>Year 8-10 Literacy Assessment Online</p> <p>Cost £1000 (annual)</p>	<p>Years 8 -10 Use previous data and Literacy Assessment online to review pupil progress (autumn 2).</p> <p><i>*Year 10 testing was not completed due to a third lockdown in Spring 2021 – will be completed as soon as possible.</i></p>	<p>information about pupils’ learning loss, what they need to learn or do next.’ p. 10.<sup>5</sup> They will, however, provide baseline data that will in turn inform planning, teaching and intervention.</p> <p><i>The EEF guide to supporting school planning: A tiered approach 2020-21.</i></p>	<p>Target low level literacy groups identified in MINT/SIMs in each year group (LS intervention where appropriate) and a ‘watch’ list identified for subjects to monitor (English dept intervention) and training given on differentiation for SEND and classroom strategies for all teachers.</p>		<p>intervention and support (see new PP/recovery strategy doc).</p>
<p>Year 11 Pre Public Exams (PPEs)</p>	<p>Year 11 - use low-stakes assessments (autumn 1) and PPEs (autumn 2) to assess pupil attainment. Review the need for further PPEs in the spring term. <i>On hold until the Ofqual consultation is complete and schools return to face-to-teaching.</i></p> <p>Year 13 PPEs in the spring/summer in advance of the modified GCSE/A-level exams and</p>				<p>Staff were trained to be able to give teacher assessed grades.</p> <p>We received only a small number of appeals and school decisions were upheld.</p> <p>Communication with students and parents was regular, timely and comprehensive.</p>

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<sup>5</sup> Ibid.

Year 13 Pre Public Exams (PPEs)	<p>following updates from the DfE and exam boards.</p> <p><i>*On hold until the Ofqual consultation is complete and schools return to face-to-teaching.</i></p>					
<p>Formative assessment across all key stages</p> <p><i>Review and adapt in the light of the third national lockdown.</i></p>	Termly assessment	<p>To provide formative assessment data to inform planning, teaching and intervention.</p> <p>‘High level assessments can give us broad insights into individuals and groups who may need support... but won’t typically offer diagnostic information about pupils’ learning loss, what they need to learn or do next.’ p. 10.<sup>6</sup> They will, however, provide baseline data that will in turn inform planning, teaching and intervention.</p> <p><i>The EEF guide to supporting school planning: A tiered approach 2020-21.</i></p>	<p>Autumn 2 data capture</p> <p><i>IO meetings with HoD, AHT (data and assessment) and AHT (standards and intervention).</i></p>	JR/JW/AA/ER	Termly	<p>Formative assessment continues to be a focus for discussion at HoDs meetings and will continue to be reviewed in subject reviews and QA processes.</p>

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<sup>6</sup> Ibid.

					Total budgeted cost: £40,000	
<b>Targeted support</b>						
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?	
<p>Targeted tuition for Year 10 &amp; 11 disadvantaged students.</p> <p>Use teachers in school, K T Tuition (a local tuition company) and explore other NTP providers.</p> <p>Spring 2021 - Under review due to third national lockdown and implementation of remote learning. The focus will be to support student engagement with</p>	<p>Provide access to individual students with high quality 1:1 or small group tuition where a need is identified.</p>	<p>The evidence shows that small group and 1:1 interventions are an effective support to pupils.<sup>7</sup> p.15</p> <p><i>The EEF guide to supporting school planning: A tiered approach 2020-21.</i></p>	<p>Current Year 10 identified through autumn 2 data capture.</p> <p>Review NTP tutor programme after Y10 exams and data capture.</p> <p>Current Year 11 PPE data compared to challenge grades set in autumn 2 of 2019.</p> <p>Learning conversations (LG).</p>	AA/LG	Termly	<p>25 students identified for NTP tutoring in Spring/Summer 21.</p> <p>Some students benefited more than others in terms of their progress and attainment in the Year 10 exams. Influencing factors such as student commitment,</p>

<sup>7</sup> Ibid.

<p>remote learning until the return to school.</p> <p>25 students on NTP tutor scheme started May 2021 in English, maths and science.</p> <p>£2400 (£5400 without NTP subsidy)</p> <p>Follow Y10 exams with data analysis and support with further 1:1 tutoring for disadvantaged students.</p>						<p>relationship with the tutor, and the subject delivery affected the success of the programme.</p>
<p>KS5 GCSE English and maths resit support.</p> <p>Cost: £1000</p> <p>Use teachers in school, K T Tuition (a local tuition company) and explore other NTP providers.</p> <p>Spring 2021 - Under review due to third national lockdown and implementation of remote learning. The focus will be to support</p>	<p>Provide personal tutors for a small number of students in Year 12 who need to re-sit English or maths.</p> <p>One student received maths tutoring in Spring term.</p> <p>£200</p>	<p>The evidence shows that small group and 1:1 interventions are an effective support to pupils.<sup>8</sup> p.15</p> <p>Students' post-18 pathways depend on their English and maths grades: a 3 to 4/ 4 to 5 offers access to a wider range of post-18 pathways.</p> <p><i>The EEF guide to supporting school planning: A tiered approach 2020-21.</i></p>	<p>SF/TF to monitor provision.</p> <p>GCSE results in January 2021 or summer 2021.</p>	<p>SF/TF</p>	<p>Termly</p>	<p>The student achieved grade 5 in maths resit.</p>

<sup>8</sup> Ibid.

<p>student engagement with remote learning.</p>						
<p>Y11 subject boosters in the Spring term following PPEs</p> <p>Spring 2021 - Under review due to third national lockdown and implementation of remote learning. The focus will be to support student engagement with remote learning.</p> <p>This didn't happen because of the second lockdown.</p> <p>Year 11 PP students offered 1:1 tuition in the Spring term. following meeting with LG.</p>	<p>Provide a programme of intervention boosters for English and maths.</p> <p>Use PPE data to identify students at grades 3-4, 4-5 and 5-6 in English and maths.</p> <p>Provide support through 1:1 tuition for disadvantaged students.</p>	<p>The evidence shows that small group and 1:1 interventions are an effective support to pupils.<sup>9</sup> p.15</p> <p>Students' post-16 pathways depend on their English and maths grades: a 3 to 4/ 4 to 5 offers access to level 3 pathways; a 5 to 6 offers a wider choice of A Level/Level 3 courses.</p> <p><i>The EEF guide to supporting school planning: A tiered approach 2020-21.</i></p>	<p>English and maths HoD to plan an intervention programme of boosters using PPE data as a baseline. Measure impact through summative assessments evident in LTP.</p> <p>AA/LG to focus support where students and class teachers identified learning gaps.</p>	<p>JR/AA/JW/HoD</p> <p>AA/LG</p>	<p>Easter</p> <p>Summer</p>	<p>8-week after-school intervention implemented in autumn term 21 for identified students. Will be evaluated after Year 11 PPEs in December 21.</p> <p>Impact to be evaluated after Y11 PPEs in December 21.</p>

<sup>9</sup> Ibid.

<p>5 students had 12 weekly sessions. £1,200</p>						
<p>Year 7 literacy support</p> <p>Work with students attending the Year 7 hub to focus on literacy and access to the curriculum.</p> <p>Cost: intervention programmes IDL and CSI guided reading -</p> <p>Cost: £300 (annual)</p> <p>Reciprocal Reader training (June – Oct 2021)</p>	<p>Provide students with standardised scores / chronological age below chronological age appropriate support.</p> <p>Below 85 - Learning Support</p> <p>Below 100 - English Accelerated Reader (AR) lessons</p> <p>Setting in English (January 2021) will enable team teaching in the lower sets.</p>	<p>The evidence shows that small group and 1:1 interventions are an effective support to pupils.<sup>10</sup> p.15</p> <p><i>The EEF guide to supporting school planning: A tiered approach 2020-21.</i></p>	<p>Literacy intervention plan in place for spring term.</p> <p>JG to coordinate TAs in charge of IDL and guided reading groups and evaluation of impact.</p> <p>JWH to oversee English/AR lesson</p> <p>Termly monitoring and evaluation meetings between (AA/JG/JWH)</p>	<p>AA/JG/ JWH</p>	<p>Termly</p>	<p>TA support was deployed to the Year 7 bubble and hub.</p> <p>Reciprocal Reader training for 2 English teachers and 3 TAs has led to dissemination across Learning Support</p>

<sup>10</sup> Ibid.

<p>£1610 + VAT funded by WELL</p>	<p>Develop the use of Reciprocal Reader as a reading intervention for guided reading groups.</p>		<p>Initial training completed by AA/HHA and a literacy TA. AA will plan with JG and HHA in the summer term to trial an intervention group in the summer term and roll out in autumn 2021.</p>		<p>and the English dept. Intervention groups established (autumn 21) and lower teaching groups will receive explicit instruction in RR reading comprehension techniques during skills lessons.</p> <p>Training disseminated to English dept. Sept. 21. Intervention groups established in Y7-9 for students 20% or more below chronological reading age. Students up to 20% below targeted in English.</p>
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<p>Year 7 numeracy support</p> <p><i>Work with students attending the Year 7 hub to focus on numeracy and access to the curriculum.</i></p> <p>Cost: Rapid maths intervention IDL numeracy</p>	<p>Provide students with lowest autumn 2 assessment scores with Learning Support run Rapid Maths intervention.</p> <p>Setting in maths (January 2021) will enable team teaching in the lower sets.</p>	<p>The evidence shows that small group and 1:1 interventions are an effective support to pupils.<sup>11</sup></p> <p><i>The EEF guide to supporting school planning: A tiered approach 2020-21.</i></p>	<p>Numeracy intervention plan in place.</p> <p>JG to coordinate TAs in charge of Rapid Maths groups.</p> <p>RH to oversee maths department interventions.</p> <p>Termly monitoring and evaluation meetings between (AA/JG/RH)</p>	<p>AA/JG/RH</p>	<p>Termly</p>	<p>TAs deployed to the Year 7 bubble and hub to support SEND students.</p> <p>2021 - Rapid maths established in lower set maths lessons with TA support to run the intervention.</p>
<p>Support for disadvantaged students with SEND (autism)</p> <p>Cost: (supported by WELL funding) £1500</p>	<p>Individual students develop strategies to enable them to access the curriculum and manage their wellbeing with increasing independence.</p>	<p>Utilise wider external expert support for students with autism.<sup>12</sup></p> <p><i>The EEF guide to supporting school planning: A tiered approach 2020-21.</i></p>	<p>JG (SENDSCO) will monitor and evaluate impact from Autism Cumbria reports on students and surveys on exit.</p>	<p>JG</p>	<p>Termly</p>	<p>Three students have received weekly or fortnightly 1:1 sessions with Autism Cumbria. These students have had good attendance during remote learning and back in school.</p>
<p><i>Support for boarding students disadvantaged by disruption to learning.</i></p>	<p>Students' needs (academic and pastoral) are met through personal</p>	<p>Academic support - the evidence shows that small group and 1:1</p>	<p>Class teachers to monitor remote learning in subject areas.</p>	<p>Class teachers / HoY / ML / JR</p>	<p>Termly</p>	<p>Staff appointed Autumn 21:</p>

<sup>11</sup> Ibid. p.15

<sup>12</sup> Ibid. p18

<p>Cost: TBC in spring 2021</p>	<p>tutors and the Learning Mentor.</p>	<p>interventions are an effective support to pupils.<sup>13</sup> p.15</p> <p>Pastoral support - to support students' social, emotional and behavioural needs. Addressing 'new barriers to success'<sup>14</sup> that may affect the wellbeing and behaviour of some students is a priority.</p> <p><i>The EEF guide to supporting school planning: A tiered approach 2020-21.</i></p>	<p>HoY/ML/JR to liaise with students and boarding.</p> <p>Post-PPEs for Y11 and Y13 review pupil progress to identify student needs for support and intervention.</p> <p><b>On hold until the Ofqual consultation is complete.</b></p>		<p>Ongoing where there is a need identified.</p>	<p>2 hrs a week for wellbeing – physical activity, sleep, nutrition coaching.</p> <p>2.5 hrs a week to work with students identified as needing additional support with study strategies including SEND and Service.</p>
<p>Support for 17 Year 12 students living in areas of deprivation (postcodes indices)</p>	<p>Students are supported through Hello Futures with online mentoring and resources</p>	<p>Academic support - the evidence shows that small group and 1:1 interventions are an effective support to pupils.<sup>15</sup> p.15</p> <p>Pastoral support - to support students' social, emotional and behavioural needs. Addressing 'new barriers to success'<sup>16</sup> that may affect the wellbeing and behaviour of some students is a priority.</p> <p><i>The EEF guide to supporting school planning: A tiered approach 2020-21.</i></p>	<p>Initial set up assembly, meetings (SF/TF/AA)</p> <p>Review with students in summer term.</p>	<p>AA/SF/TF</p>	<p>Termly</p>	<p>Identified students signed up to Hello Futures resources and a number used the online mentoring service. This has supported their next steps in the autumn term UCAS and apprenticeship process.</p>

<sup>13</sup> Ibid.

<sup>14</sup> Ibid.p. 19

<sup>15</sup> Ibid.

<sup>16</sup> Ibid.p. 19

					Total budgeted cost: Provisional £25,000	
Other approaches						
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?	
<p>Provide students with IT devices (Chromebooks) to access online resources and remote learning if necessary. Focus on disadvantaged students but also implement a loan scheme for any student in need.</p> <p>Cost: £4582 (met by WELL funding)</p>	<p>Whole school IT survey to identify needs, and to support online and remote learning.</p> <p>All students have access to devices for home use.</p>	<p>To ensure all students have access to online learning and resources. 'Ensuring access to technology is key, particularly for disadvantaged students.'<sup>17</sup></p> <p><i>The EEF guide to supporting school planning: A tiered approach 2020-21.</i></p>	<p>Initial survey followed up by FH discussion and/or LG (Student Support Centre assistant / PP Coordinator). All PP students spoken to by LG. IT support provided.</p> <p>Parents emailed/phoned by AA to offer devices and support.</p>	AA/LG	Termly	39 disadvantaged families provided with devices; 14 non-disadvantaged families provided with devices)
<p>Employ the school counsellor for one extra day a week for additional support to students' wellbeing and mental health.</p> <p>Cost: £26,632.32 (with on costs) covered by school budget</p>	<p>To increase the access to high quality mental health and wellbeing support in the school setting.</p>	<p>To support students' social, emotional and behavioural needs. Addressing 'new barriers to success'<sup>18</sup> that may affect the wellbeing and behaviour of some students is a priority.</p> <p><i>The EEF guide to supporting school planning: A tiered approach 2020-21.</i></p>	<p>TG (DHT pastoral) and CH (Education Support Officer) monitor and review provision.</p>	TG/CH	Termly	The school counsellor has been able to increase capacity from 5 students a week to 30 students over the two-week timetable.

<sup>17</sup> Ibid. p.10

<sup>18</sup> Ibid.p. 19

<p>PP Coordinator to hold learning conversations with disadvantaged Year 11 and Year 10 students in autumn term, Year 7 and Year 9 in the spring term and Year 8 in the summer term to identify academic, pastoral or aspirational needs.</p> <p>Cost: TBC in spring 2021 (additional costs to meet students' needs will be met by PP and Catch Up funding.)</p>	<p>To identify individual students' barriers to learning and address their needs.</p>	<p>The evidence shows that small group and 1:1 interventions are an effective support to pupils.<sup>19</sup> To support students' social, emotional and behavioural needs. Addressing 'new barriers to success'<sup>20</sup> that may affect the wellbeing and behaviour of some students is a priority.</p> <p><i>The EEF guide to supporting school planning: A tiered approach 2020-21.</i></p>	<p>PP personalised plans record needs and actions. Planned process but if a student is identified through academic or pastoral systems they will be fast-tracked.</p> <p>Autumn 1 and spring 1 - Year 11 Autumn 2 and summer 2 Year 10 Spring 1 and summer 2 Year 9 Autumn 2 and spring 2 - Year 7 Summer 1 - Year 8</p>	<p>AA/LG</p>	<p>AA/LG Weekly meeting for ongoing review.</p>	<p>Learning conversations have led to students receiving support such as appointments with the school counsellor, learning mentor, peer to peer subject coaching, 1:1 tutoring etc. PP personalised plans are kept to track any interventions.</p>
Total budgeted cost:					£18, 680	

**ADDITIONAL INFORMATION**

<sup>19</sup> Ibid.p.15

<sup>20</sup> Ibid.p. 19