

# SGS Berkeley Green UTC Covid Catch-up Premium Statement

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## What is the the catch-up premium?

The information below is taken from the Department for Education website.

### What catch-up funding is for

The government announced £1 billion of funding to support children and young people to catch up lost time after school closure. This is especially important for the most vulnerable and disadvantaged backgrounds. This funding includes:

- a one-off universal £650 million catch up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time

### Funding allocations

School allocations will be calculated on a per pupil basis. Mainstream school will get £80 for each pupil in from reception to year 11 inclusive.

### Using catch-up funding

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 curriculum expectations for the next academic year in [actions for schools during the coronavirus outbreak](#).

While schools can use their funding in a way that suits their cohort and circumstances, they are expected to use this funding for specific activities which will help pupils catch up on missed education.

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

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## How much will the UTC receive from the catch-up premium?

The UTC has been awarded just over £11,000 from the Covid Catch-up fund to support our work with students in years 10 and 11.

## What approach will the UTC take?

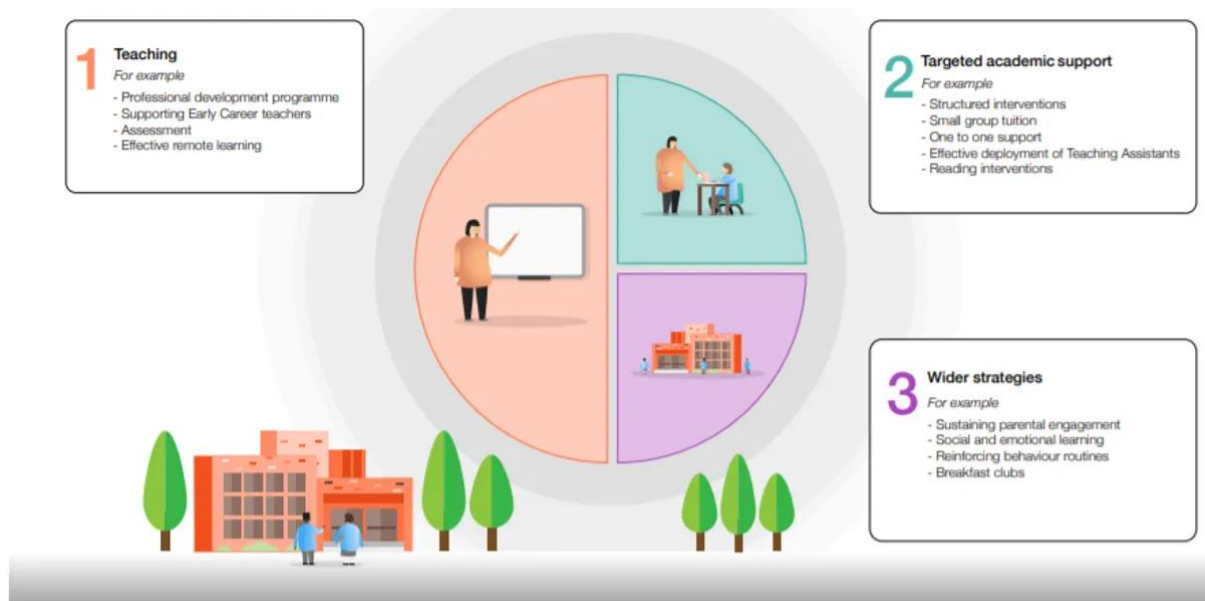
As a school we are committed to using evidence-based approaches, especially those advocated by the Education Endowment Foundation. Our whole-school planning, and our Pupil Premium Plan, make explicit reference to the principles they have established. Our Covid Catch-Up planning makes

use of the same principles, namely adopting a tiered approach. These are summarised in the illustration overleaf.

## Adopting a tiered approach

"The tiered approach is a guide, not a prescription. Many strategies will overlap categories, and the balance between categories will vary throughout the school year as priorities change. However, the idea of tiers of support can offer a useful framework for thinking about how to balance different challenges schools are facing this year.

**"Schools can also use a tiered approach to help focus on a small number of strategies that are likely to make the biggest difference. "**



From: [https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19\\_Resources/The\\_EEF\\_guide\\_to\\_supporting\\_school\\_planning\\_-\\_A\\_tiered\\_approach\\_to\\_2021.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2021.pdf)

In line with the tiered approach, our primary focus in 2020/21 is on providing high quality, high impact teaching in all our lessons, whether delivered face-to-face or via remote learning. We believe that the relentless pursuit of excellence will maximise progress for all our learners. Please see our Teaching and Learning plan for details.

However, we know that some students will have bigger gaps, or barriers to learning, than others and additional targeted academic support (tier 2) may be necessary. We will also make use of wider strategies (tier 3), especially to support inclusion, health and well-being.

A broad summary of our strategies for identifying and closing student learning gaps includes:

<b>Identifying gaps</b>	
<b>Benchmarking student knowledge</b>	<p>Year 10 students sit a range of nationally benchmarked tests during transition in all core subjects; they also sit subject tests designed to find specific gaps in knowledge.</p> <p>Year 11 students also sit a range of tests at the start of the academic year.</p>
<b>Assessing student knowledge</b>	<p>Throughout the year, a variety of summative and formative methods will be used to track student progress in all subjects. These are used to inform future planning and to identify those students who have barriers to learning.</p>
<b>Supporting transition</b>	
<b>Using transition to maximise student engagement</b>	<p>' Planning and providing transition support, such as running dedicated transition events—either online or face-to-face, as restrictions allow—is likely to be an effective way to ensure pupils start the new year ready to learn.' (EEF)</p> <p>Our 8-day transition programme takes a Recovery Curriculum approach and is designed to offer a low-stakes opportunity to:</p> <ul style="list-style-type: none"> <li>• Facilitate social contact and development of community</li> <li>• Develop student confidence and facilitate conversations around wellbeing</li> <li>• Introduce students to the curriculum gradually and help them re-take ownership of their learning</li> <li>• Reacquaint students with the demands and expectations of classroom lessons and wider school</li> <li>• Evaluate gaps in learning (see assessing student knowledge above)</li> </ul>
<b>Providing targeted support</b>	
<b>Using flexible grouping to target learning needs</b>	<p>' Flexible grouping describes when pupils are allocated to smaller groups based on the individual needs that they currently share with other pupils.' (EEF)</p> <p>This will allow us to respond in a more nuanced way to the changing needs of learners in individual subjects.</p>
<b>Providing 1-2-1 and small group interventions</b>	<p>Highly targeted interventions, especially in the core subjects, will enable students to make more rapid progress.</p> <p>Groups may exist within lessons, where team-teaching will allow an additional member of staff to work with a small number of learners, or separately from them.</p> <p>1-2-1 interventions will be used to enable highly directed support especially for students with SEND or other specific needs.</p>

<b>Using external tutors</b>	We may make use of external tutor agencies if we are unable to address the specific needs of students from within our own staff (which is always our preference).
<b>Removing digital barriers to learning</b>	
Ensuring that all students have access to digital devices	<p>We know that periods of isolation are likely for cohorts of students.</p> <p>'Pupils' access to technology has been an important factor affecting the extent to which they can learn effectively at home. In particular, lack of access to technology has been a barrier for many disadvantaged children.' (EEF)</p> <p>In line with our ethos as a technical college, our goal is to ensure that ALL our students will have access to an appropriate device for learning and access to the internet.</p>

## How will the UTC spend the catch-up premium?

At the UTC, we are a small, cohesive community. We know our students well and we can adapt to changing circumstances relatively easily. From the outset therefore, we knew that we wanted any catch-up programme to play to our strengths by being high-quality, flexible and responsive to changing learner needs. We wanted to retain full control over the material delivered (as far as possible) and be able to quality assure teaching effectively.

To achieve this, and support the tiered approach identified above, we identified the recruitment of a dedicated **Intervention Teacher** as the best way to maximise impact. The catch-up premium will part-fund this new role

The Intervention Teacher will work closely with small groups of students, primarily in the Core Subjects of Maths, English and Science. The Intervention Teacher will be able to respond to the changing needs of students by:

1. working alongside the teacher in classroom with a specific group of students;
2. removing a small group for personalised tuition;
3. delivering whole class teaching under the flexible grouping approach;
4. running tutor time or private study catch-up sessions for key cohorts;
5. adapting resources to suit the learning needs of small groups of students;
6. monitoring and reporting on progress to help identify future interventions and
7. covering lessons in a teacher's absence so that students enjoy continuity of staffing and delivery (and further learning gaps are prevented).

All the responsibilities listed above can take place at the UTC or via remote learning platforms.

The Intervention teacher will report to the Deputy Headteacher (Curriculum) who will regularly review the impact of interventions through a data-driven approach.