Bideford College: Catch up premium spending strategy 2020 - 2021

1. Context

Academic year	2020/21	Total Catch up funding	£90400
Total number of pupils Yrs. 7 – 11	1131		

2. Strategy Intent

The aim of the strategy is to compensate for lost learning due to school closures March – September 2020

To support this aim Bideford College:

- Will put in place sustained support to help pupils disadvantaged by college closure catch up
- Will support effective delivery of remote learning in order mitigate the impact of further closure or partial closure
- Recognise that not all students will have fallen behind as a result of college closure
- Prioritise the deployment of catch up funding. Consequently, not all students will be in receipt of catch up interventions at any given time. However, all students will regularly have their progress reviewed and needs evaluated by college leadership.

3. Strategy objectives

In order to meet the aim of the strategy outlined above the following objectives will be addressed. These attempt to reverse the impact of college closure and guard against the impacts of further disruption as a result of the COVID-19 pandemic

- A. Identify and address through excellent teaching the gaps created by college closure
- B. Provide targeted academic support for the students most disadvantaged by college closure
- C. Address non-academic barriers that will influence success in school

4. Strategy implementation and desired impact

Bideford College has adopted a tiered approach to catch up funding spending to help balance approaches to improving learning and teaching, targeted academic support and wider strategies. Each tier will address at least one of the objectives identified above.

Tier 1: Delivering high quality teaching and learning in and out the classroom

Strategy	Actions	Objectives addressed	Rationale	Desired outcomes	Evaluation of impact	Estimated spending	Staff lead
Supported curriculum for Year 7 students identified as not secondary ready	• Students identified by Year 6 staff/SENCO • Accelerated curriculum group timetables and staffed • KS to oversee the delivery of all curriculum subject areas and interventions • Specialist transition work undertaken with families over the summer	A, B, C	Specialist teaching staff have the skills and knowledge of their pupils which will have a positive impact on learning. EEF have identified that flexible grouping, explicit instruction and the development of metacognition strategies are key components in supporting SEN in mainstream setting. All of these are characteristics of accelerated curriculum group.	• Accelerated progress during the year which prepares students for the secondary curriculum by the end of Year 7 • Accelerated progression of reading age • Students make expected progress by the end of Year 11 • Students prepared for the next stage in education or training		• Staffing costs £24507	RKV CEE
Regular diagnostic assessment	• Faculty assessment and feedback policy reviewed • Cycle of assessment and learning identified in S of L • Feedback policy explained and shared with parents • Calendared work scrutiny to assess impact of policy by ALT and middle leaders	A, B	Assessment will enable teachers to ascertain what learning has been remembered. This in turn will allow teaching staff to sensitively diagnose the actual impact of COVID-19 on students.	• Gaps in learning identified • Intervention strategies deployed where needed • Recovery curriculums put in place to address issues raised • Students back on track by Easter 2021		N/A	BRB C2A HOF
Staff CPD	• Identified directed time for CPD • Faculty CPD sessions scheduled – linked to MAT golden rules • Subscription to National College to allow flexible CPD • Whole college staff CPD focusing on training for remote learning delivery (INSET day 2/11/20)	A	Regardless of context, the components of effective teaching remain constant. As such the importance of the MAT 'Golden rules of teaching' need to remain a focus to re-establish, and further develop, teaching this year. Findings from the EEF highlighted that teaching quality is more important than how lessons are delivered remotely. It also acknowledges that different approaches to remote learning suit different tasks and type of content. Therefore, whole college CPD seeks to provide staff with the skills they need to deliver lessons remotely. Improving the quality of teaching is supported by high-quality CPD	• High quality teaching • Teachers able to implement a range of approaches to remote learning • Teachers are supported to use specific technology platforms that the needs of the student/curriculum/task being set • Skills and practice developed during school closure refined and broadened to support learning in a range of contexts and situations		N/A	BRB
Faculty resources to	• Faculties to identify high quality online resources that can be used to support online resources	A	There is still a great deal of uncertainty as to whether this academic year will be	• Quality remote or blended curriculum in place in the		• Additional funding pool	AMC C2A

| support online learning | • to support IL and remote education
• Where necessary additional funding provided | | interrupted by COVD-19 outbreaks. Resources that help leaders plan for a range of eventualities will help provide high quality remote learning. Furthermore, research shows that developing strategies that help pupils work independently with success can improve learning outcomes. Therefore, combining remote learning with homework will ensure that these resources will be used effectively whatever the medium-term educational landscape. | case of further disrupted teaching
• Quality homework resources to support IL
• Independent learners
• Improved learning outcomes | | available to faculties £3000 | |

Tier 2: Providing targeted academic support

Strategy	Actions	Objectives addressed	Rationale	Desired outcomes	Evaluation	Estimated spending	Staff lead
Academic tutoring	• Interest registered with Teach First • Curriculum areas identified • Tutor matched with college • Tutor to start at the college in January 2021 • Students identified • Timetables established that provides students with short but frequent sessions • Teachers to liaise with tutor • Student progress tracked • Exit strategy designed	B	The evidence indicates that small group and one to one intervention can be effective, particularly for lower attaining students. Using the NTP we intend to employ tutors and mentors trained by Teach First.	• Gaps in knowledge and understanding due to lost learning and misunderstood content as a result of school closure addressed. • Increase in student confidence • Connections made between the out of class learning in intervention and classroom teaching	•	• Staffing costs £10659	AMC HOF
Academic mentoring	• Interest registered with Teach First • Mentor matched with college • Mentor start at the college in October 2020	B				• Staffing costs £11818	AMC HOF
Out of college specialist tutoring	• Students in need of additional learning in a range of subjects identified • Teachers recruited to support initiative	B	Using teaching staff at the college will facilitate a three-way relationship between tutor, teacher and student. The EEF cite this as important for effective.			• Staffing costs £7000	AMC HOF
Tutor study support	• Additional daily tutor time added to timetable • Resources provided by Faculties to facilitate revision and catch up during this time • Tutor available to support and liaise with family	B C	Providing additional tutor time will enable tutors to act as academic mentors to their students. This in turn will develop the student-tutor relationships that have grown during college closure	• Develop independent learning skills • Connect curriculum and pastoral systems within the college • Students feel supported by their tutors		• Resourcing £8000	D2M HOH HOF

			• Students make expected progress • Students prepared for the next step in education/ employment		

Tier 3: Wider strategies that address non-academic barriers to success in school

Strategy	Actions	Objectives addressed	Rationale	Desired outcomes	Evaluation	Estimated spending	Staff lead
Counsellors	• Identify students who need this service • Timetable provision without breaching COVID-19 risk assessment	C	Providing support for students social, behavioural and emotional needs is critical to ensuring their academic success. Students returning from school closure will adapt to changes in routines differently. The counselling service offers a bespoke way of support students with dealing with barriers that may impede success at school	• Happy students • Successful students • Confident students • Resilient learners • Improved attendance		• £20000	RKV
Additional DSL time	• ARJ timetabled additional time	C	Students will have had varying experiences during the national lockdown. For some families this may lead to increased vulnerability. By increasing the time of the DSL she will be able to ensure an increased caseload is dealt with correctly and also commit time to developing the mental health of the whole college community.	• Safe children • Supported families • External agency engagement • Improved mental health of the college community		• £11500	ARJ C2A