



BROOKVALE GROBY LEARNING CAMPUS

Valuing Everyone, Achieving Excellence

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Universal Catch Up Premium strategy statement

Context

In March 2020, most schools in the UK were closed, in an attempt to reduce the spread of Covid-19. This resulted in most pupils and students missing out on 4 months of education. In August, the government announced that it would give every mainstream school additional funding, equating to £80 per pupil. Some key principles were outlined as below:

- Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months
- Schools have the flexibility to spend their funding in the best way for their cohort and circumstances
- School leaders must be able to account for how this money is being used to achieve our central goal of schools getting back on track and teaching a normal curriculum as quickly as possible
- Governors and trustees should scrutinise schools' approaches to catch-up from September, including their plans for and use of catch-up funding

The funding would be given in 3 tranches and schools would be expected to use this money to enable pupils and students to catch up on the learning lost and to deliver key government curriculum expectations which were set out as below:

1. Teach an ambitious and broad curriculum in all subjects
2. Make time to cover the most important missed content
3. Prioritise most important components for progression
4. Focus on key skills, e.g. reading
5. Aim to return to the school's normal curriculum in all subjects by summer term 2021
6. Plan on the basis of the educational needs of pupils - use feedback from regular formative assessment to plan for next week's lessons
7. Develop remote education so that it is integrated into school curriculum planning

While schools were free to spend the money as they consider appropriate, evidence from the EEF was signposted to aid schools in making decisions about how to spend the Universal Catch Up Premium, as below:

1. Teaching and whole school strategies
 - a. Supporting great teaching
 - b. Pupil assessment and feedback
 - c. Transition support

2. Targeted approaches
 - a. One to one and small group tuition
 - b. Intervention programmes
 - c. Extended school time

3. Wider strategies
 - a. Supporting parent and carers
 - b. Access to technology
 - c. Summer support

As a campus BGLC was in receipt of £97,520 catchup funding. This funding has been allocated in accordance with the plan and strategies outlined below.

Strategic plan for Universal Catch Up Premium

Action	EEF priority/Government curriculum expectation <i>(please signpost, making reference to the strategic aim numbers above, e.g. EEF 3.a)</i>	Rationale	Cost	Expected impact
65 ChromeBooks plus Charging Units, Trolleys and Licences (including 6 for ASC)	1a, 1b, 2a, 2b, 2c, 3b	<p>Allow access to blended learning and google classroom materials.</p> <p>Support SEND students with access and 121 support</p> <p>Support the delivery of English and key intervention packages</p>	£7,237	<p>Full access to curriculum in event of lockdown</p> <p>No learning time lost</p> <p>Gaps in knowledge reduced</p> <p>Outcomes sustained</p> <p>Progression secured</p> <p>Continuation of curriculum and learning experience</p> <p>Vulnerable and disadvantaged students are overrepresented in the students who use the ASC.</p> <p>This technology would mitigate against lost classroom time and prevent gaps widening.</p>
Individual white boards and pens	1a, 1b	Support AFL within the classroom and dynamic feedback.	£427 (for Y7 - if effective, roll out to other year groups)	<p>Effective Gap Analysis</p> <p>Informed and adapted teaching approaches</p> <p>Knowledge security</p> <p>Rapid AFL aiding DTT</p>

GL Assessments Yr 7 CAT 4 / PTE /PTM	1a, 1b, 1c, 2b	Identify Knowledge gaps - provide data to coordinate intervention	£2,669	Establish a clear baseline for Yr 7 and identify gaps in learning that must be addressed
Accelerate and Star Reader Books to support	1b, 2b	Quizzes and tests to support 200 students with weak literacy skills. Digital access for all students to approx 5.000 books through myOn program. Additional 5 sets of books to support	£4,804 Included in above cost £1,000	Increase in reading ages Positive attitudes to reading Access to texts during partial closure or individual student isolation/absence Support and promote reading, ensure increased reading speed, fluency and age to address dips that may have occurred
Reading Books - BGLC Canon Support wider reading and access to key texts	1a 2a	Eng Dept are developing a list of key texts and a strategy to promote them. Improving reading skills will lead to better academic outcomes across a broad range of subjects.	£1,000	Support whole school reading approach
English textbooks - 30 SPG workbooks;CGP (EGW41) ISBN: 978-1-78294-219-1 30 language workbooks (publ.CGP) (ENAW41) ISBN: 978-1-78294-370-9 OCR English language A level (publ.Oxford) - Aykin, Harrison, Kinder, et. al. ISBN: 978-0-19-835277-8	1a. 2b. 3a. 1a 2b 3a	To support remote learning for students in KS3 and KS4 with no access to IT To support remote learning for students in KS4 with no access to IT; to encourage swift progress for HPA/SEN	£171.00 (for 60) £38 each Total: £395	Students are not disadvantaged by absence (self-isolation/shielding) and can continue with their learning in line with the class = no gaps in skills or knowledge. Targeted literature support for 2 high profile groups that can be used in school as extension work/homework/independent learning or remotely. cover lesson pack would support classes with a non-specialist and complement our own cover work. Writing is

<p>14 copies</p> <p>G&T packs for 2 of our lit texts; a weaker learner support pack for 3 lit texts; a creative writing teaching toolkit; a structured cover lessons pack (all same publisher we have used before, ZigZag education - resources are excellent)</p>		<p>students either remotely or as homework</p>		<p>50% of Lang GCSE, toolkit would support class teaching/provide remote learning.</p> <p>Ensure the depth of the curriculum is maintained whilst at home and allow for continuity within blended learning and liev delivery</p>
<p>Additional core texts for subject areas:</p> <p>Science KS3 and KS4 workbooks and revision guides for in school use</p> <p>Health and Social Care require 6 books (minimum) to replace books sent home with Year 11 during school closure.</p> <p>Geography 30 CGP revision guides (so that there is enough for Year 10 and Year 11).</p>		<p>Science textbooks and workbooks - at the end of the last academic year we ordered £1448 of books, from the science budget, to replenish and add to stocks. However as the book cannot be moved between year groups and we also need stocks in both sites, we no longer have enough.</p>	<p>£1,719 (KS3 and KS4 Science)</p> <p>£11 each x 6 = £66</p> <p>£3.50 each x 30 = £97</p>	<p>Revision guides and workbooks are used routinely in lessons, they are a necessity in cover lessons.</p> <p>Allow access to the full depth and breadth of the curriculum both within and outside of school.</p>

<p>Geography poster revision books (again, for Year 10 and Year 11).</p> <p>RS textbooks (2 different books x 15 copies) to ensure enough between Year 10 and Year 11.</p>			<p>£3 each x 30 = £90</p> <p>£20 each x 30 £480</p>	
<p>Site Adaptations to allow learning to continue and a full curriculum to be followed</p> <ul style="list-style-type: none"> • Cleaning materials in practical subjects • External shelters 	All - Site remains open		£45K	<p>To ensure the highest quality of provision maintaining the campus being open has to be of the highest priority. Some funding will be directed towards the costs incurred for cleaning etc</p> <p>If the campus closes learning will be disrupted - This will protect learning</p>
<p>Support Interventions: (After school and in holidays)</p>	1a, 1b, 2b, 2c, 3b	To support students in groups to progress with work missed for better outcomes	<p>Staff paid at cover rate: £25 / Hour</p> <p>£4000 to be set aside for 121 / small group interventions</p>	<p>Teacher time has a greater impact on students as the teacher knows what students need to achieve/learn.</p> <p>Differentiation could be applied to the sessions and groups of students attending.</p> <p>Allow for forensic DTT to take place linked to subject PLCs</p>
<p>Digital Sign In P16</p> <p>Two Units - link to cashless system / SIM-Quote already received</p>	1a, 1b, 3a		£2,000	<p>Students can safely utilise their independent study time. Support and monitoring of P16 attendance to all POS will be more robust.</p> <p>Safeguard P16 Students whilst a more flexible approach is in place for P16 students - links to COVID 19 Risk Mitigation Plan</p>

Visualisers	1a, 2b, 3a	<p>Aid the delivery of lessons.</p> <p>Support AFL in the classroom</p> <p>Enable live modelling and challenging misconceptions</p>	<p>£200/unit</p> <p>TOTAL £3,195</p>	<p>EML- (1 already in dept; 1 on order for ABE thru faculty budget - request 5 more) opportunity for swift modelling/sharing/live marking/examples of work=understanding/progress.</p> <p>Science (1 already in the dept) would like 2 more - would be particularly useful for demos as whole class practicals are restricted</p> <p>ADT - need 5 x additional visualisers in BCER, Photography, Food, Art. When practical activities commence the ones in Faculty are used a lot. 2 currently in the department that have been purchased with faculty budgets.</p> <p>BCI - Request the purchase of two visualisers for the faculty. For the use of modelling work and examination answers (live marking etc).</p> <p>Humanities - request 1 to share within the department (same reasons as BCI).</p> <p>Maths - request 2 more visualisers, some already paid for from through excess budget 2019-20</p> <p>Access to curriculum - depth is maintained in all areas</p>
New laptop computers for teachers of BCI subjects.	1a, 2a-2c, 3b	To afford teachers in BCI subjects to have a more modern platform to design, develop learning resources (coding, modelling, subject specific software) in order to support learning.	<p>5 laptops. IKN and SBR have new machines in 2020.</p> <p>£ 1,408</p>	This will help support the development of teaching resources and accessing students project work in computing/ICT where specific software requires more powerful computers to run the software. Some of the teams laptops are 5-6 years old and although functional, it would be beneficial to have more updated machines so that tasks can be completed more swiftly to better manage time. It will also support the delivery of live lessons from these

				areas - continuation of the curriculum - Jilly Salamon - 5 Stage Model is addressed
<p>Materials to support students who have limited access to online resources.</p> <p>Y11 - 16 students as of 3/9/</p> <p>Revision guides/revision packs</p>	1a, 1b, 3a, an alternative to 3b	To provide an alternative to the remote learning offered by the school	Approx £89 for full set each of revision guides and a school revision pack	All of these students have smartphones, but some have limited functions and limited data. Essay writing and other extended writing is particularly difficult on such a small screen, and this is a vital skill for a range of subjects. Working with revision guides allows these students to access similar materials to those provided online by school, Oak Academy and BBC etc.
<p>Part Time <u>temporary</u> technician/cleaner</p> <p>COVID related tasks for practical sessions)</p>	1a, 1b, 2a,	Currently 2 x technicians in ADT that support cleaning, prepping materials and supporting in lessons. Added measures of the guidance with regards to cleaning as well as preparing for lessons is taking a great deal of time with the current technicians.	<p>Approx 8-7hrs per week would help</p> <p>Approx £9 per hr.</p> <p>£72 per week (without on costs) x 38 weeks</p> <p>Approx.</p> <p>£2400</p>	<p>Someone extra would enable the 2 permanent technicians to continue with their roles. Extra person would support with some of the weekly cleaning and set up for practicals to allow current technicians to support the students more in the lessons as normal. - Key impact continuation of the full curriculum offer - Breadth is maintained for all students. Vital given these subjects did not occur to the full extent during lockdown.</p> <p>Would enable more practicals to take place and more support in lessons with students (especially Food, Design and Textiles which are the more difficult areas).</p>
<p>Maths homework books</p> <p>£170.10 per term which provides every student in Y7- Y11 with a homework book.</p> <p>Autumn and spring term books required only since</p>	1a, 1b, 2b	Allows regular practice of key skills. Will also facilitate blended learning in the event of closure. Supports those unable to access online content.	£156.97	<p>Supports recovery curriculum, closing gaps and accelerate learning within Maths</p> <p>Closing gaps - students without internet access are not at a disadvantage. Focus on Disadvantaged groups</p> <p>Access to revision/ repeated practice at home.</p>

we still have summer books from 2019-20				Provides feedback to class teachers on where gaps are.
<p>MFL</p> <p>A subscription to Conti's Language Gym for student's independent learning.</p> <p>www.thelanguagegym.com</p>	1a, 1b, 2b	<p>This website is full of independent learning resources inline with the current MFL curriculum we follow.</p> <p>It would support our blended learning curriculum really well.</p>	<p>£140 for 300 students and 3 staff logins</p>	<p>Closing gaps for students post lockdown.</p> <p>Reduce teacher workload with online submissions and marking. Provides feedback to class teachers on where gaps are.</p> <p>Support blended learning.</p> <p>Access to revision/ repeated practice at home.</p>

<p>MFL</p> <p>Sentence Builder and Listening books to accompany The Language Gym</p>	<p>French: ISBN: 979-8665096872 Cost: £20 Quantity: 1</p> <p>ISBN: 979-8672472003 Cost: £7 Quantity: 1</p> <p>Spanish: ISBN: 979-8635791806 Cost: £20 Quantity: 1</p> <p>ISBN: 979-8645803490 Cost: £6 Quantity: 1</p> <p>ISBN: 979-8674988601 Cost: £27 Quantity: 1</p> <p>ISBN:979-8675484614 Cost: £18 Quantity: 1</p> <p>German: (This one is only being published and released this week on Amazon so may not yet be available!)</p> <p>ISBN: 979-8679283923 Cost: £20 Quantity: 1</p>	<p>These books are photocopiable so we only need faculty copies. They accompany the website and would supply us with a wealth of listening and sentence building resources for our new MFL curriculum. Listening in particular is the worst skill in exams and this would help to boost grades in that area.</p>	<p>Total cost £98</p>	<p>Boost Listening grades</p> <p>Increase our resources of sentence builders in line with our new KS3/4 "Conti" curriculum.</p>
<p>Google Premium Functionality</p>	<p>1a, 1b, 2b</p>	<p>Allow the delivery of live lessons in the event of a blended learning approach - this seamlessly ties into what is in place and had been free during lockdown</p>	<p>£3,769.92</p> <p>Staff & students</p>	<p>Meet the DFE guidance on blended and remote learning. Allow for immediate home learning should the need arise.</p>

TA	1a, 1b, 1c 2a, 2b, 2c 3a, 3b, 3c	Support vulnerable and SEND students especially with blended learning should the need arise and with closing the gaps - focus on numeracy and literacy	£20k	This will also free staff up for small group 121 interventions, as such gaps in knowledge can be addressed and appropriate interventions / therapy put in place.
Webcams for SLT			£373	
FFT Education			£1,870	
Resources for PE (Badminton)			£316	
Total			£89,766	