

## **Coronavirus (COVID-19) catch-up premium strategy**

The government has allocated additional funding to support children and young people to catch up lost time after school closure, particularly the most vulnerable and disadvantaged backgrounds. This funding includes a catch-up premium for KS4 students, the 16-19 tuition fund and the National Tutoring Programme, which aims to deliver high quality tuition to the most disadvantaged and vulnerable young people, at a subsidized cost for schools.

Catch-up funding is only available for the 2020-2021 academic year. Schools have been asked to use this additional funding for specific activities to support students to catch up for lost teaching over the previous months. While schools can use their funding in a way that suits their cohort and circumstances, they are expected to use the funding for specific activities which will help pupils catch up on missed education. In order to support schools to make the most effective use of the funding, the EEF (Education Endowment Foundation) has published a support guide: <https://educationendowmentfoundation.org.uk/covid-19-resources/covid-19-support-guide-for-schools/#nav-covid-19-supportguide-for-schools1>.

Mulberry UTC's Senior Leadership Team and Local Governing Body are accountable for how the catch-up funding is being used. The catch-up premium strategy will regularly be reviewed to ensure that the impact is documented. The catch up premium strategy will be shared with governors and discussed at Local Governing Body meetings during the 2020-2021 academic year and the first meeting of 2021-2022 academic year. In addition, if Ofsted visit Mulberry UTC they will discuss with the Senior Leadership Team how they are ensuring that catch up funding is supporting an effective and high quality recovery curriculum. Mulberry UTC have received £5,520 from the Department for Education through the Covid-19 catch up premium for KS4 students, and £35,057 from the ESFA through the 16-19 tuition fund for KS5 students.

### **Key Stage 4**

At Mulberry UTC, the KS4 catch-up premium funding is being used to support students to access learning online and to support CPD for teachers to support the delivery of high quality remote learning. The funding is also being used for individual and small group tuition for Year 11 students who have lost time in the classroom as a result of the pandemic.

The table below sets out how Mulberry UTC plan to use the KS4 Catch-up Premium funding in 2020-21.

KS4						
Strategy area	Action	Staff lead	Intended outcome and success criteria	Cost	Ongoing evaluation	Impact
Teaching and learning	Digital Learning lead appointed to support with co-ordination of Microsoft Teams as an online learning platform, and staff training to use this platform.	Charlie Griffiths	Students are provided with a high quality remote learning to support closing gaps, and mitigating the impact of school closures or student absence.	£5000	All students have access to high quality remote learning in all subjects to support closing gaps. Where students are absent they are provided with work to engage with.	
Teaching and learning	Organisation of CPD opportunities focusing on the provision of a high quality remote education e.g. inset days.	Sally Brian	Good practice around high quality remote learning is shared to ensure consistent effective practice across the UTC.	£120	Remote teaching is continuing in some instances and is of high	

					quality. Practice has been shared with schools locally.	
Targeted academic support	Students will engage in maths, English and science tuition in pairs from Fleet tutors via the NTP.	Ruthana Christofides	Students with largest gaps in their subject knowledge in core subjects are supported to close these gaps	£523-NTP £1457-Internal tuition Total-£1980	Owing to a the quality of provision tuition is now being offered internally by part time members of teaching staff	
Targeted academic support	Students with special educational needs will engage in 1:1 specialist teaching.	Sally Brian	Students with special educational needs will be supported with specialist teaching to close gaps in subject knowledge in core subjects	£2082	Students with special educational needs are being supported to close gaps in class and through 1:1 withdrawal sessions	

Wider strategies	EduLink is installed to support organizing parents evenings and academic review days remotely	Ruthana Christofides	Parents have clarity in strengths and areas for developments for their child and are able to work with the school to support students' success in remote learning and tuition provision.	£1800	Academic review day was well attended by students and parents which facilitated rich discussions surrounding strengths and areas for developments students	
Total cost				£10,982		
Total catch up premium provided				£5520		

## Key Stage 5

The Post-16 tuition funding is being used to support individual and small group tuition in English, maths, and other courses where learning has been disrupted. Priority is being given to those students who did not achieve grade 4 or above in maths and English GCSE. The funding has also been used to ensure that all students can access their tuition, by providing them with access to technology.

The table below sets out how Mulberry UTC plan to use the KS4 Catch-up Premium funding in 2020-21.

Strategy area	Action	Staff lead	Intended outcome and success criteria	Cost	Ongoing evaluation	Impact
Targeted academic support	A Performing Arts Tutor has been recruited to support Performing Arts students who have significant amounts of catch up due to the practical nature of the course.	Sally Brian	Students are supported successfully complete their Cambridge Technical in Performing and Production Arts owing to small group support provided by the Performing Arts tutor.	£7840	Students are on track to complete the course	
Targeted academic support	Students who had not achieved grade 5 or above in either English and maths will engage with small group tuition provided by Fleet tutors	Ruthana Christofides	Gaps in students' subject knowledge will be closed.	£2000- Fleet tutors £1000- Internal tuition during	Owing to the quality of provision, tuition was halted at Easter. An Easter school was run for	

				Easter school Total - £3000	students internally by teaching members of staff.	
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Targeted academic support	Additional academic support to be provided by a qualified teacher in STEM subjects	Ruthana Christofides	Students will attend additional STEM subject lessons to close subject gaps and develop skills	£2547	Students in STEM subjects are receiving weekly additional academic support which has supported their progress and improved their attendance	
Wider strategies	Netbooks and wireless 4g routers are ordered to support access to devices for all students with no access to one	Ruthana Christofides	Students are able to engage with the tuition outside of the classroom and complete independent study outside of school hours and engage with lessons during periods of absence or lockdown.	£11,820	All students now have access to devices to engage with tuition outside of the classroom and complete independent study outside of school hours and engage with lessons during periods of	

					absence or lockdown	
Funding for targeted academic support next academic year including summer school	Additional academic support to be provided to students in Y13 both during term time and during school holidays	Sally Brian	Students will attend weekly sessions or holiday schools to close subject gaps and develop skills	£10,000		
Total spent				£35,207		
Total catch up premium provided				£35,057		

### **How will we measure impact?**

- Analysis of progress data for:
  - Students who have had low attendance but have been able to use the remote learning platform to access learning
  - SEN students who have been provided with additional support
  - Students who have been involved in the tuition programme with both Fleet tutors and in house
  - Students who attended Easter school



- Performing Arts students who have received one to one support in lessons from a tutor
- Students who have received additional Humanities support
- Students who have received additional STEM support
- Comparison of student data progress made before ARD vs after ARD
- Student voice about how the remote learning platform has supported their learning
- Staff voice about how the remote learning platform has supported teaching, learning and assessment
- Parent voice about support offered to students and the impact this has had from ARD
- Access to device audit