



Summary information					
<b>School</b>	The Long Eaton School				
<b>Academic Year</b>	2020-21	<b>Total Catch-Up Premium</b>	£74360	<b>Number of students (11-16)</b>	930

## Guidance

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11.

As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.

Use of Funds	EEF Recommendations
--------------	---------------------

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 guidance on [curriculum expectations for the next academic year](#).

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a [coronavirus \(COVID-19\) support guide for schools](#) with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way.

The EEF advises the following:

Teaching and whole school strategies

- Supporting great teaching
- Pupil assessment and feedback
- Transition support

Targeted approaches

- One to one and small group tuition
- Intervention programmes
- Extended school time

Wider strategies

- Supporting parent and carers
- Access to technology

Identified impact of lockdown	
<b>Maths</b>	Specific content missed during lockdown, with gaps in learning for all, but especially SEN cohort. Building blocks of basics for year 10 and 11 have been interrupted, leading to some not being at the appropriate position to take their GCSE. Facts that have previously been taught have been lost due to the lack of retrieval and recall activities that have been missed due to lockdown. Some attitudes have been affected but on the whole, most want to improve and continue their learning, but they are missing some of the basics from previous work which are necessary as foundations for more difficult topics.
<b>English</b>	Students in y11 are generally struggling more with English language paper concepts such as inference, language analysis and structural analysis. Students in y11 have less confidence in their abilities compared to previous years and therefore are less able to work independently. Students have missed out on key time with texts and their essay writing skills in literature are around the same as they were in January of y10 which suggests that they have not made as much progress as we might have hoped. Overall, students show a dip in knowledge and skills: many students seem to struggle to remember key language methods and analytical paragraph structures from previous school years. In KS3, y8 have perhaps had the biggest dip, as much of the work for them is similar to work from year 7 to try to narrow the gap. It has been difficult to assess Year 7 attainment compared to previous years due to the lack of SATs.
<b>Science</b>	During lockdown students were unable to carry out any practicals linked to specific subject content. This has led to students not having basic skill or losing/not developing key practical skills. Specific content will have been missed by students, resulting in students having variable gaps in their knowledge and understanding. Lockdown also affected the sequencing of some topics in Science. Subject recall has been an issue: many student are unable to recall details facts from topics taught prior to lockdown.
<b>Social Sciences</b>	Students have missed significant amounts of content across the subjects in social sciences. This is most acute with our KS4 students preparing for GCSE exams. This is being addressed by staff however, with students then self-isolating many students are then missing this work for a second time. Although blended learning schemes of work are available on our website, many students have not shown the independence or motivation to complete this work at home. In addition, it has been noted that the lockdown and repeated isolation has and is continuing to interrupt the sequence of learning. This has affected not only students' ability to link content from one topic to another but also in the development of skills. For example, we have seen a reduction in the quality of written explanations in history.
<b>Languages</b>	During lockdown, regular practice of all skills was inconsistent, leading to gaps in the development of strategies for all skills. In the case of listening, those students with lack of access to technology were greatly impacted in this skill as they couldn't perform any listening task at home. However, speaking was the skill most impacted by the lack of regular practice in the classroom. Most students are finding difficulty to produce extended spoken responses to simple questions. Recall of more sophisticated vocabulary for speaking (and writing) has suffered and many students are using more simple vocabulary. The application of some grammar points and verb endings is slightly more inconsistent compared to other years. Back in spring, all 4 skills were covered in every piece of work that we sent to students but the practice and assessment of speaking was not possible with the tools we were using at the time. It is also a concern at the present as microphones can't be used on Teams.
<b>PE and Performing Arts</b>	<p>The PE department has seen fitness and motivation levels decrease in core PE lessons. This has also had a huge effect on GCSE PE where students have to be assessed practically but cannot due to grass roots sport not being played. Staff must provide video evidence which is not always the best quality and also does not reflect the student's true potential. Students have forgotten or not practised key technical skills which are needed to achieve the highest grades in practical sport. In theory lessons, key concepts needed for exams have been forgotten. The coursework for GCSE has fallen behind. The Cambridge Sport cohorts in Y11 and Y10 completed very little work during lockdown. Catch up is slow and motivation of the students is generally low.</p> <p>In Art, students have lost learning time and have been limited in resources and technical knowledge learned from the teacher. Some aspects of the course have not been delivered, as they require specialist equipment which cannot be done remotely. Students remain positive and want to engage: most have chosen to invest in their own equipment showing a real desire to get on with the learning process.</p>

	<p>In Performing Arts, limited work was completed during the lockdown and this could only be theoretical, so students are very behind with developing the practical skills they need for the subject. Loss of teaching time is going to have a significant impact on KS4 and 5 uptake and results. In KS4 Drama, for both year groups the most significant impact is on the practical element as most would be involved in school productions or outside theatre groups which have not run at all since March.</p> <p>In Music we have had to spend the first half term going over lockdown work for Year 10 which has put us behind with the course. Some year 11 missed out on a whole AO (25% of the listening exam). In addition to this, only a few of these year groups continued to have their instrumental lessons online during lockdown so their progress towards the practical element of the course is significantly impacted, especially for PP students</p>
<p><b>Computing and Technology</b></p>	<p>In the range of Technologies based subjects, the picture is varied but the general theme is that students have fallen behind in most areas. In academic subjects such as FPN, Computing and Design Technology, specific subject content has either been missed, or time has needed to be given to revisiting this content to ensure coverage for all students including PP and SEN students, to the required depth with in class support and guidance. In vocational subjects such as Construction, ICT, H&amp;B and Engineering, key external assessments have been missed which have had an impact on students confidence. Again, in some areas, preparation work has needed to be re-visited to ensure the students are suitably prepared.</p>

**Planned expenditure** - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools)

**i. Teaching and whole-school strategies**

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff	Start/end date
<p><u>Supporting great teaching:</u></p> <p>The curriculum is supplemented with resources to enable remote teaching to reflect the quality of teaching in the classroom.</p> <p>Students have access to all key knowledge being studied at all times. Knowledge regularly reviewed and assessed through low stakes retrieval activities.</p> <p>Mixed ability teaching of students with SEN supported through use of high quality resources</p>	<p><b>Create password protected Blended Learning section on website.</b></p> <p style="text-align: right;"><b>£600</b></p> <p><b>Knowledge Organisers created, printed and distributed to each student along with a workbook each half term. Associated retrieval activities created for the start of each lesson in all subjects in years 7 – 11.</b></p> <p style="text-align: right;"><b>£5000</b></p> <p><b>Twinkl membership purchased to be used either in class, during support sessions or for blended learning. Basic membership with licenses for 10 members of staff. Membership would be divided evenly between SEN and English.</b></p> <p><a href="https://www.twinkl.co.uk/premium/school">https://www.twinkl.co.uk/premium/school</a></p> <p style="text-align: right;"><b>£500</b></p>		<p>TNW</p> <p>MWA</p>	<p>Sept 20 – Feb 21</p> <p>Sept 20 – May 21</p>
<p><u>Teaching assessment and feedback</u></p> <p>Resources that enable instant feedback used for remote lessons.</p> <p>Visualisers used in all lessons to enable whole class feedback. These can also be used for teaching Live lessons with MS Teams</p> <p>No More Marking used to accurately assess Year 7 progress compared to local schools and nationally. Writing improved for KS3 students.</p> <p>Writing at GCSE level improved in both Language and Literature. Writing moderated accurately against national standards.</p>	<p><b>Purchase GCSE Pod and <a href="#">MyMaths</a>. Departments to use to assess work completed remotely.</b></p> <p style="text-align: right;"><b>£3890 + £650</b></p> <p><b>Purchase 30 visualisers for classrooms that do not have them. Teachers to use to model work, complete 'live marking', share exemplar work, correct work. (<a href="#">Hue HD pro</a>)</b></p> <p style="text-align: right;"><b>£1050</b></p> <p><b>Purchase <a href="#">No More Marking</a> for year 7. Includes Improving Writing webinar CPD for English teachers.</b></p> <p style="text-align: right;"><b>£250</b></p> <p><b>Purchase No More Marking GCSE English.</b></p> <p style="text-align: right;"><b>£595</b></p>		<p>TNW/ CTLs</p> <p>MWA</p> <p>SLI</p>	<p>Sept 20</p> <p>Jan 21</p> <p>Dec 2</p>

<u>Transition support</u>  Children who are joining school from different settings or who are beginning their schooling with Quarry Bank with The Long Eaton School have an opportunity to become familiar and confident with the setting before they arrive.  Similarly, students in Year 11 who are unable to have the usual Open Evenings have the opportunity to become familiar with the Sixth Form setting	<b>Create password protected induction day site for new students in Year 7.</b>  <b>£600</b>		KGO	Sept 20
	<b>Create Virtual Year 6 and 16+ Open Evening sections on website including professional video.</b>  <b>£1500</b>		KGO/ MAC	Oct 20  Oct 20
	<b>Total budgeted cost</b>			<b>£ 13,985</b>

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff	Start/end date
<u>1-to-1 tuition</u>  Identified students in Year 11 will have 1:1 tuition. The attainment of those identified significantly improves and effect of lockdown lessens.	<b><i>NTP partner used to provide 15 week block of 1:1 tuition for disadvantaged students. Students will either have in school or remote provision depending on their engagement throughout lockdown and their access to devices/internet.</i></b>  <b>£7350</b>		MWA  MWA	Jan 21– June 21  Jan 21 – June 21
<u>Breakfast Club</u>  Identified Year 11 students will have opportunity to use school facilities to keep up with current work and catch up with work missed during the lockdown period. The attainment of those identified improves and effect of lockdown lessens.	<b><i>Two classrooms opened from 8.30 – 10.15 each morning for students to access the school facilities. These will be run by a different subject each day and will consist of taught catch up session/independent study time.</i></b>  <b><i>Hot chocolate/toast provided for students attending.</i></b>  <b>£500</b>			Jan 21 – June 21
<u>Extended school time</u>				

Identified children in all year groups are able to access a homework club. The attainment of those identified children improves and effect of lockdown lessens.	<b>Room available in each bubble area each night for students across all year groups to access computer facilities.</b>		HoY and CTLs	Jan 21 – June 21
<u>Tailor-made programmes</u> Identified students who have become particularly disaffected over lockdown to receive tailor-made programmes.	<b>Part time education at alternative provision providers for identified students who require focused intervention.</b> <b>£38000</b>			
<b>Total budgeted cost</b>				<b>£45850</b>

<b>iii. Wider Strategies</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Impact (once reviewed)</b>	<b>Staff</b>	<b>Start/end date</b>
<u>Supporting parents and carers</u> Children have access to appropriate stationery and paper-based home-learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning.  All year 11 have access to quality revision guides so can access revision materials irrespective of ability of child/parent to navigate the online learning.	<b>Home learning paper packs are printed and ready to distribute for all children who require it. Stationery packs are to be purchased and set aside for children to take home when home-learning occurs.</b> <b>£1500</b>  <b>CGP revision guides and workbooks purchased for every student in Year 11 to replace Knowledge Organisers for second half of the year.</b> <b>£12000</b>		TNW  MWA SLK	Sept 20 – July 21  Nov 19
<u>Access to technology</u> Teachers have webcams that allow the teachers to provide live lessons where required. Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children.	<b>Purchase 40 webcams to facilitate live lessons for when classes are remote learning.</b> <b>£697.80</b>		MA  MA	Oct 20  Jan 21
<u>Summer Support</u> NA				
<b>Total budgeted cost</b>				<b>£14,197.80</b>

	Cost paid through Covid Catch-Up	£74032.80
	Cost paid through charitable donations	£650
		£74682.80