



Great Marlow School

Excellence • Compassion • Integrity

Catch-Up Premium Plan 2020-21

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| VISION | Great Marlow School is a place where opportunities are created, potential is realised and excellence is achieved. |
| MISSION | Excellence Compassion Integrity |
| AIM: | To develop students that are compassionate, successful and resilient contributors to a better society. |

Covid 19 Catch-Up Premium and Curriculum Expectations 2020/21

The DfE has allocated £650 million to be spent on ensuring all students have the chance to catch up and supporting schools to enable them to do so. Whilst headteachers will decide how the money is spent, the Education Endowment Foundation has published guidance on effective interventions to support schools. For students with complex needs, schools should spend this funding on catch-up support to address their individual needs.

The DfE has also set out the following Curriculum Expectations, to ensure that all students – particularly disadvantaged, SEND and vulnerable students – are given the catch-up support needed to make substantial progress by the end of the academic year.

Education is not optional

All students receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.

The curriculum remains broad and ambitious

All students continue to be taught a wide range of subjects, maintaining their choices for further study and employment.

Remote education

DfE asks that schools meet the following key expectations:

Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content...In particular, schools may consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading.

Aim to return to the school's normal curriculum in all subjects by summer term 2021.

Plan on the basis of the educational needs of students. Curriculum planning should be informed by an assessment of students' starting points and addressing the gaps in their knowledge and skills.

Develop remote education so that it is integrated into school curriculum planning.

Specific points for key stages 4 and 5

The majority of students in year 10 and 11 are expected to continue to study their examination subjects. In exceptional circumstances, it may be in the best interests of a year 11 student to discontinue an examined subject. School leaders are expected to make such decisions in discussion with students and parents and informed by ongoing assessment of a student's progress and wellbeing, using the existing discretion that schools already apply on these matters.

Students in years 12 and 13 are more likely to undertake self-directed study, but may still need additional support. Discontinuing a subject is therefore likely to significantly limit choices for further study and employment, so is expected to be rare.

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| 1 Teaching High-quality teaching for all Effective diagnostic assessment Supporting remote learning Focusing on professional development | 2 Targeted academic support High-quality one to one and small group tuition Teaching Assistants and targeted support Academic tutoring Planning for students with Special Educational Needs and Disabilities (SEND) | 3 Wider strategies Supporting students' social, emotional and behavioural needs Planning carefully for adopting a Social and Emotional Learning curriculum Communicating with and supporting parents Supporting parents with students of different ages Successful implementation in challenging times |
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| Great Marlow School | | Allocated Funding (Catch Up) | £91,920 (£80 x 1149 students) |
| Number on Roll | 1150 (Years 7-11) | Allocated Funding (National Tutoring Programme) | TBC |
| Issue identified from September 2020 as barriers to learning (e.g. curriculum gaps/access to and experience with appropriate technology/attendance/wellbeing) | | | |
| 1.1 Lack of structure and rigour for some at home during the time of schools operating differently and will have lost some of the good habits for learning in school (My Personal Best) | | | |
| 1.2 Gaps in curriculum knowledge, understanding and ability to apply curriculum specific skills | | | |
| 1.3 Year 6 to 7 transition negatively impacted upon by the disruption | | | |
| 1.4 Varied access to technology and support at home as well as limited engagement of some students with remote learning utilising Microsoft (MS) 365 and specifically MS Teams | | | |
| 1.5 Varied staff experience and confidence in utilising technology including access to laptops and utilising Microsoft (MS) 365 and specifically MS Teams | | | |
| 1.6 Resourcing the school environment to ensure a safe return to school and minimise the risk of transmission of the virus to maximise school attendance | | | |
| 1.7 Increased anxiety of students/parents and increasing number of anxious students/parents due to COVID 19 | | | |
| 1.8 Increase in number and complexity of Safeguarding issues due to COVID 19 including Online Safety | | | |
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| Catch Up Premium Plan | | | | | | | | | |
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| Barriers | Teaching Strategies/ Whole School Strategies | Impact | Financial Cost | Targeted Strategies | Impact | Cost | Wider Strategies | Impact | Financial Cost |
| 1.1 Lack of structure and rigour for some at home during the time of schools operating differently and will have lost some of the good habits for learning in school (My Personal Best) | Increased the number of Form classes in each year Group 7-11 from 8 to 9. Engagement of part time teachers and recently retired colleagues to support high quality teaching and learning. | Smaller form classes will enable more opportunities for individualised mentoring and support from the tutor. All teaching time maximised and GMS's values, ethos and aspirations maintained. | £30k | Series of Revision Skill Workshops. | Improved effectiveness of revision techniques employed. | £4k | Implementation of policies, procedures and communications on the explicit use of My Personal Best and the 6Rs to reinforce outstanding 'Attitudes to Learning'. | Improved attitudes to learning leading to improved rate of progress. | £3k |

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| | Appointment of Student Support Officers to work specifically with one year group. Two additional appointments. | Further improved mentoring and support for students to regain their good learning habits. | £56k Revenue £15k capital cost | | | | | | |
| 1.2 Gaps in curriculum knowledge, understanding and ability to apply curriculum specific skills | High Quality Teaching to include: <ul style="list-style-type: none"> • Explicit Teaching • Scaffolding • Cognitive and Metacognitive Strategies • Flexible Grouping | Rapid improvement in knowledge, understanding and ability to apply curriculum specific skills. | 5k | One to One teaching and small group work to address specific issues. Purchase of Educake and Seneca resource packages. | Rapid improvement in knowledge, understanding and ability to apply curriculum specific skills Bespoke rapid improvement in knowledge, understanding and ability to apply curriculum specific skills | TBC National Tutoring Programme £6k | Expansion of Programmes and Activities to support Personal, Social, Health and Citizenship Education | Further improve our drive (vision) to develop 'high quality learning environment that inspires students, staff and the community to be compassionate, successful and resilient contributors that will create a better society.' Healthy learners will be better learners. | £5k |
| 1.3 Year 6 to 7 transition impacted upon by the disruption | New arrangements put in place for the organisation of form classes and teaching groups. Created an additional form class to further improve pastoral and academic mentoring. | To minimise anxiety and increase self-confidence and sense of belonging to their new school. Further improve the rate of academic progress. | | Appointment of student support officer specifically for Year 7 (1.1) | Further improved mentoring and support for students to ensure smooth transition | Costs in (1.1) | Increased number hours of confidential counselling services available each week. (1.7) | Reduced student anxiety, increased attendance and improved academic performance | £5.5k |

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| | | Spread the additional workload across a wider range of staff. | | | | | | | |
| 1.4 Varied access to technology and support at home as well as limited engagement of some students with remote learning utilising Microsoft (MS) 365 and specifically MS Teams | English department leading on the re-introduction of the key features of MS Teams to all students. Teaching and Learning Group support MS Teams training | Improved student confidence in the use of MS Teams, improved engagement and progress. Mitigate issues with COVID related enforced absence from school. | £1k | Identified students without laptops at home have been provided with laptops both from the schools resources and the DfE Laptop Programme | Improved access to technology at home and improved engagement and academic progress. | £5k | One to One Laptop Scheme available for parents/ carers to purchase a portable device through the school on advantageous terms with warranty and insurance. Purchase of portable devices to supplement existing resources in school to further develop knowledge and understanding of MS 365. Appropriate storage facilities for the devices. | Improved access to technology and ability to engage in remote learning. Improved efficiency and effectiveness of remote learning using MS 365. | £26k/yr 3 yr Operating Lease |
| 1.5 Varied staff experience and confidence in utilising technology including access to laptops and utilising Microsoft (MS) 365 and specifically MS Teams | All teaching members of staff have been given a hybrid laptop to support remote learning and teaching. | High quality remote learning and teaching experience and continuity of learning. | £13k/yr 3 yr Operating Lease | Bespoke CPD training for staff based on the requirements of groups or individuals. Twilight sessions dedicated to inter/ intra departmental training on the use of MS Teams. Each department has MS Teams lead to support staff. | Increased confidence and more efficient and effective utilisation of the technology. Increased school resilience to overcome challenges. | | Increased flexibility for staff to work differently including remotely to support wellbeing and work life balance | Improved staff well-being. Reduced levels of anxiety and improved efficiency and effectiveness. | |
| 1.6 Resourcing the school | | | | | | | Further improved the outdoor environment | Each year group has its | £40k |

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| environment to ensure a safe return to school and minimise the risk of transmission of the virus to maximise school attendance | | | | | | | with high quality shelters allow access to fresh air whilst providing cover from inclement weather. Shelters include CCTV and Fire Compliance Equipment to maintain Health and Safety. | own area to maintain segregation to reduce the risk of virus transmission. Further improved fostering of year group identity and reduced levels of anxiety over social times in the lower year groups. | |
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| 1.7 Increased anxiety of students/parents and increasing number of anxious students/parents | Annual safeguarding update highlighting COVID-19 Anxiety amongst students and parents/ carers. | Improved staff awareness of safeguarding issues. Parental confidence in the systems in place within the school. | | Further bespoke training for identified key staff to support students with identified issues. | | £3k | Increased number hours of confidential counselling services available each week. (1.3) | Reduced student anxiety, increased attendance and improved academic performance | Costs in (1.1) |

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| ts due to COVID 19 | | | | | | | | | |
| 1.8 Increase in number and complexity of Safeguarding issues due to COVID 19 including Online Safety | All staff have received specific training on mental health issues and identifying signs of distress (in the whole school Community) that may have been exacerbated by COVID-19. 'Prevent' training for staff on increased risk of radicalisation during period of schools operating differently. | Improved staff awareness of mental health issues. | | Further bespoke training for identified key staff to support students with identified issues. (1.7) | | Costs in (1.7) | Annual subscription to National Online Safety Website which provides courses/training and the latest update information for the whole of school community. Website is the focus of regular communications and publications on our school website. | Increased awareness for all members of the school community on the risks. | |
| Sub Total | | | £105k | | | £18k | | | £122.5k |
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| | | | | | | | | Catch Up Funding | £91, 920 |