The Enterprise Learning Alliance

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| **Coronavirus Catch-up Premium****School: The Enterprise Learning Alliance****Date: November 2020** |
| **Purpose of the premium**The catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19). Consequently, the grant is only available for the 2020 to 2021 academic year. **Use of funding**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](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-3-curriculum-behaviour-and-pastoral-support). 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](https://educationendowmentfoundation.org.uk/covid-19-resources/covid-19-support-guide-for-schools/#nav-covid-19-support-guide-for-schools1) 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. This could include, for example:* small group or one-to-one tuition (particularly through the National Tutoring Programme)
* summer programmes to help re-engage pupils or extra teaching capacity from September.

To support schools to implement their catch-up plans effectively, EEF has also published the [school planning guide: 2020 to 2021](https://educationendowmentfoundation.org.uk/covid-19-resources/guide-to-supporting-schools-planning/). This is to provide further guidance on how schools should implement catch-up strategies following their return in September and supporting case studies to highlight effective practice.**Accountability and monitoring**As with all government funding, school leaders must be able to account for how this money is being used to achieve the central goal of schools getting back on track and teaching a normal curriculum as quickly as possible.Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, governors and trustees should scrutinise schools’ approaches to catch-up from September, including their plans for and use of catch-up funding. This should include consideration of whether schools are spending this funding in line with their catch-up priorities, and ensuring appropriate transparency for parents. |

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| Funded of pupils in school  | 178 |
| Coronavirus premium allocation this academic year 2020/2021 | £42,720 |

## Catch-up priorities for current academic year 2020/2021

At The Enterprise Learning Alliance we intend to spend the Coronavirus catch-up premium in the following ways:

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| **Priority** | **Activity** | **Cost** | **Timescales** |
| 1 | Identify and supporting pupils where positive destinations may be at risk due to issues relating to covid 19 and wider school closure  | £5,720 | Nov 20-April 21 |
| 2 | Identify and support pupils where attendance and wider school closure may have an impact on their mental well-being and academic progress  | £10,000 | Nov 21- July 21 |
| 3 | Support pupils to reduce gaps in their education through appropriate support; address these through normal intervention and catch-up programmes and additional tuition and revision programmes and materials. | £10,000 | Nov 20- July 21 |
| 4 | Support pupils mental well-being through identifying appropriate support  | £17,000 | November 20– July 21 |

At The Enterprise Learning Alliance , we will assess the effect of this expenditure on the **educational attainment** of those pupils in the following ways:

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| **Priority** | **Measures** |
| 1 | Neet figure reduces and pupils remain in positive destinations – MIS Data Close monitoring via telephone/Teams of last years students, Additional FLO support ( poss.via KCC FLO) |
| 2 | Attendance improves across the PRU – Close monitoring of attendance. Focused and rapid response and action if pupil attendance starts to fall, Offer of pupil collection via Mini bus (where available), Zoom and telephone support and advice.  |
| 3 | Revision material to be purchased for all pupilsFocus on the development of reading across the provision to improve focus and vocabularyIntervention to be planned and monitored |
| 4 | Additional counselling sessions put in place to support the mental  |
| **We will report the specific impact on closing of gaps, progress, attendance and parental/pupil engagement as the programmes are delivered and evaluated.** |