



University Technical College Warrington (UTCW)

COVID 19 Pre 16 Catch-Up Premium and Curriculum Expectations

Document Detail	
Reference Number	UTCW074
Category	Statutory
Authorised by	Trust Board
Author	Vice Principal
Version	3
Status	Approved
Issue Date	January 2021
Next Review Date	January 2022

1.0 Introduction

- 1.1 The DfE has allocated £650 million to be spent on ensuring all pupils have the chance to catch up and supporting schools to enable them to do so. Whilst headteachers will decide how the money is spent, at UTCW we have used the published guidance by The Education Endowment Foundation on effective interventions to support schools.
- 1.2 The government have outlined that for pupils with complex needs, schools should spend this funding on catch-up support to address their individual needs.
- 1.3 The DfE has also set out the following Curriculum Expectations, to ensure that all pupils – particularly disadvantaged, SEND and vulnerable pupils – are given the catch-up support needed to make substantial progress by the end of the academic year.
- Education is not optional
 - All pupils 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 pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment.

2.0 Expectations

2.1 Remote education

2.1.1 DfE asks that schools meet the following key expectations:

1. 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.
2. Aim to return to the school's normal curriculum in all subjects by summer term 2021.
3. Plan on the basis of the educational needs of pupils. Curriculum planning should be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills.
4. Develop remote education so that it is integrated into school curriculum planning. Schools should set out how they will allocate the additional funding to support curriculum recovery this academic year.

3.0 Approach

3.0.1 The EEF guidance suggests a 3-tiered* approach:

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 2
- Academic tutoring
- Planning for pupils with Special Educational Needs and Disabilities (SEND)

3. Wider strategies

- Supporting pupils' social, emotional and behavioural needs
- Planning carefully for adopting a Social and Emotional Learning curriculum
- Communicating with and supporting parents

4.0 Barriers to learning

4.1 Academic barriers:

4.1.1 Underachievement at KS3 on entry

Due to a range of factors, the majority of students who choose to move to the UTC have not made progress in line with their KS2 start points when baselined on entry. (Using GL Assessments which are nationally benchmarked – see data) It is anticipated that this gap will widen due to COVID Closures.

4.1.2 Low Literacy Levels on entry

Reading age SAS show that our entire cohort are significantly below national averages and the SAS of PP students within that is significantly lower than PP students nationally (see RA assessment scores) It is anticipated that the gap in students' literacy and reading will widen due to COVID closures.

4.1.3 Gender skew on entry

As a specialist Science and Engineering College our cohort is gender skewed % Male/ %Female and this is true of the PP cohort % male/% Female.

Males nationally make less attainment and progress than Females overall and particularly in English – this is an important contextual barrier for our outcomes when compared to national. (P8 Boys: -0.24/Girls: 0.38. P8DA: -0.40/NonDA0.11)

4.2 External barriers: (issues which require action outside school such as home learning environment and low attendance)

4.2.1 Low Aspirations and access to social/cultural experiences to aid CIAG

Socio and Economic barriers leading to low aspirations and awareness in addition to accessibility to transport, equipment, uniform extra-curricular, clubs, trips, visits and employer engagement events.

Isolation due to COVID restrictions exacerbates this issue and further hinders student’s access to experiences especially work experience.

4.2.2 Low Attendance/High PA

Socio economic barriers leading to low attendance rates and continued PA that began in KS2 and 3 (see attendance data)

4.2.3 Social/Emotional/Economic factors that affect students and their families,

Their mental health and incidents of child abuse (over 80% of PP cohort has accessed intensive college support and/or tier 3-4 support from external agencies – see CPOMS reports). There has been a significant rise in the number of CCS referrals and students classed as vulnerable either at school action, EHA, CIN or CP (See CPOMS Reports)

5.0 Spending summary

SUMMARY INFORMATION			
Total number of pupils:	135	Amount of catch-up premium received per pupil:	£80.00
Total catch-up premium budget:	£10,800		

6.0 Expenditure Summary - Planned expenditure for current academic year

Quality of teaching for all					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Continuous improvement in the quality and consistency of teaching and learning, assessment and feedback. Whether in school or online remotely.	The curriculum remains ambitious and broad; it is informed by an assessment of pupils' starting points and addresses the gaps in their knowledge and skills.	The Education Endowment Foundation on effective interventions to support schools. UTC promise/ commitment for our students to access a specialist curriculum as a UTC. EEF T and L Toolkit Strategies for raising boy's achievement.	<ul style="list-style-type: none"> - Dedicated CPD for middle leaders and staff. - Use of visualizers – all staff access to them at home as well as in school. - Quality assurance of remote learning provision through regular peer support and the sharing of good practice. - Dedicated time for leaders to review curriculum plans and pathways. 	JVA/JRI	Monthly

Adaptation and development of the curriculum experience for students.	Students continue to experience a curriculum that is specialized, destinations focused and routed in employer engagement.	UTC promise/ commitment for our students to access a specialist curriculum as a UTC. Increased contact and CIAG to overcome isolation and access to cultural/social experiences.	<ul style="list-style-type: none"> - Development of access to online work experience for all students – eg. Network Rail. - Development of further Virtual Employer Masterclasses and project days. - Profile raising of national events such as National Apprenticeship Week – whole staff curriculum involvement. - Develop pathways with employers to respond to the needs of the COVID pandemic locally, for example with Health Care pathway. 	ADO/CHA	Monthly
Total budgeted cost:					£4824
Targeted support					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Use increased staffing capacity and ITT students to provide targeted catch up sessions in Science and Maths.	Increased attainment of target borderline 3-4 cohort in core subjects to address key gaps in knowledge.	The Education Endowment Foundation on effective interventions to support schools. EEF T and L Toolkit. Strategies for raising boy's achievement.	<ul style="list-style-type: none"> - Subject assessment and feedback - Coaching and LMM feedback - Redborne Data 	ADO/JVA	Termly

Use Reading Plus to provide whole school interventions for literacy.	Profile raising of literacy across the curriculum and emphasis on reading for students and parents remotely	Whole school data – GL Assessments. The Education Endowment Foundation on effective interventions to support schools. EEF T and L Toolkit.	<ul style="list-style-type: none"> - Regular reports from Reading plus - Student and stakeholder feedback - Reading age data 	JRI/MOD	Termly
Total budgeted cost:					£3936
Other approaches					
Action	Intended outcome and success criteria	What’s the evidence and rationale for this choice?	How will you make sure it’s implemented well?	Staff lead	When will you review this?
Continued Investment in Futures In Mind and staffing capacity for pastoral care and Safeguarding.	Provide external support for students and their families to mental health support. To provide support and supervision to college staff who are dealing with increased work load and complex cases.	Whole school data – CPOMS. The Education Endowment Foundation on effective interventions to support schools.	<ul style="list-style-type: none"> - QA and feedback - Numbers of referrals made and services accessed - Stakeholder feedback 	PRI/ADO	Half -Termly

<p>Individualized support and risk assessments for all students with EHCP.</p> <p>Enhanced support for SEND students at school action.</p> <p>Focus on CIAG support for SEND students.</p>	<p>Increased access to external careers adviser – ease anxiety and isolation during transition.</p> <p>Extra funding for EP assessments and reports - ensure students have statutory support they need to progress.</p> <p>Increased time dedicated to one to one IAG and social/emotional support for SEND students and their families so their transition is smooth and they have positive destinations.</p>	<p>Whole school data – CPOMS.</p> <p>The Education Endowment Foundation on effective interventions to support schools.</p> <p>SEND offer.</p>	<ul style="list-style-type: none"> - SENDCO support and LMM - Stakeholder feedback - Destinations for SEND students - Risk and referral information for SEND students 	<p>PRI/SLE</p>	
Total budgeted cost:					£2403

7.0 Further information / linked documents

Please see:

- 16-19 Funding statement
- GL Assessments
- Redborne Data Reports
- Reading ages and literacy policy
- Feedback Policy
- Safeguarding Policy and COVID Annex
- SEND Information Report and Equalities statement