



Coronavirus (COVID-19) Catch-Up Premium

The government COVID-19 catch-up premium has been established to mitigate the effects of the unique disruption caused by coronavirus. This document outlines how Cheltenham Bournside School has used this money for the 2020-2021 academic year.

Following guidance published [here](#), recovery premium funding has been spent on activities that include those that:

- support the quality of teaching, such as staff professional development
- provide targeted academic support, such as tutoring
- deal with non-academic barriers to success in school, such as attendance, behaviour and social and emotional support

Coronavirus (COVID-19) catch-up premium strategy outline

Academy Name:	Cheltenham Bournside School
Head Teacher:	Mr Steven Jefferies
Covid Catch-Up Premium:	£112,360

Overall aims for the catch up premium strategy:

- To reduce the attainment gap between our disadvantaged pupils and their peers
- To raise the progress and attainment of all pupils to close any gap that has been created by COVID-19 school closures
- To ensure pupils have no relative gaps in knowledge when considering the national curriculum content due to partial school closures
- To ensure pupils feel confident and safe when they are attending school and have good levels of well-being

Strategy Area	Specific Strategy	Cost
Technology to support learning	IT equipment (for providing pupils with internet access)	£4,300
Targeted Academic Support	School Improvement Partner (SIP) Support to monitor and approve appropriate curriculum adaptations to aid catch-up	£10,350
Mental Health and Well-being training for staff	Professional support to teaching and support staff	£6,888

Strategy Area	Specific Strategy	Cost
Targeted Academic Support	Launch costs for the Boost initiative in school. Extra cover supervisors were required so that all teachers were able to attend the training and launch sessions	£6,000
Targeted Academic Support	Delivery of remote teaching to pupils who required additional support. These services were acquired from a specialist online educator	£9,267
Technology to support learning	Purchase online Parents' Evening software – School Cloud and other online support for parents and pupils. This will increase attendance/engagement at Parents' Evenings	£2,353
Health and Safety	School premises enhancements to provide Covid safe outdoor facilities. This involved hiring a number of marquees for the winter months.	£12,975
Health and Safety	Site preparation costs to ensure that the school could operate within the required government guidelines. This involved physical changes to the school layout and signage	£5,000
Technology to support learning	Extra computer rooms were provided to students. These facilities require cover to provide a safe learning environment.	£5,750
Health and Safety	The School cleaning schedule was increased. These costs reflect the extra cost of cleaning supplies and the extra hours worked by the cleaning team	£4,600
Health and Safety	Extra personal protection equipment for pupils to ensure that the pupils have access to at least a mask and hand sanitiser	£4,800
Technology to support learning	All pupils need to have access to education online. To enable this, the school acquired computer peripherals such as microphones and headsets for some	£2,000
Pastoral Support	An external company was employed to help the school with managing safeguarding and related communications	£873
Pastoral Support	Professional counsellors have been retained by the school to help pupils regain well-being. This support is typically one to one	£10,829
Health and Safety	Site enhancements were made to ensure that the school "bubble" structures were retained. This included changes to the school bike sheds and sanitary facilities	£14,828
Pastoral Support	Pupil safeguarding has been enabled by recruiting extra cover supervisors	£10,000
Targeted Academic Support	Support to monitor and approve appropriate curriculum adaptations to aid catch-up	£1,284
		£112,097

We have based our decisions on where to direct the Covid Premium funding on the following key findings.

- Changing teaching strategies demanded instantaneous feedback and support for this through online packages provided staff with opportunities for timely AFL;
- Student mentoring and tuition – online services used to address gaps in knowledge highlighted due to Covid 19 absences
- Tackling digital poverty to ensure blended learning is successful, especially for disadvantaged students.