

Coronavirus Catch-Up Premium Report 2020

At Bennett we have made careful reference to the EEF guidance in order to determine the following priorities for spending the catch-up premium

We know that evidence supports the conclusion that the single most important thing in affecting how well students achieve is their access to high-quality evidence-informed teaching. In order to support this, we have prioritized use of the premium to:

- fund additional teachers so that we have more flexibility in offering our curriculum and enabling professional development
- increase the amount of time we use for professional development (an additional 12 hours in 2020/21)
- increase the amount of mentoring support for early career teachers who had their induction and training curtailed by the first lockdown, making use of the Ambition Institute materials to ensure that this follows a rigorous curriculum

In addition, at a whole school level we have focused upon transition support in the following ways:

- providing a full programme of online transition events supported by an extensive team and entailing one-to-one provision for families identified as needing specific support

In terms of targeted support, we have focused upon enhancing our existing one-to-one and small group literacy and numeracy provision. This entails funding

- small 'nurture group' provision in maths throughout key stage 3
- funding education assistants to work with intervention groups in maths
- KS3 spelling groups

We are currently evaluating one-to-one tuition from external providers, since we are concerned to ensure that any provision is of a sufficiently high quality and properly integrated with our carefully sequenced curriculum

In terms of wider support, we are supporting families by ensuring that all students have access to the most helpful educational resources which will sustain them in their studies, enhancing work both in lessons and at home. This has meant a programme where we have set about purchasing sufficient copies of individual texts in key areas of the curriculum in order for these to be universally available to support study in school and at home.

We will use forthcoming mid-year examinations in all year groups 7-11 to monitor the impact of these measures after 2 terms. The impact of the measures will be further identified by end of year examinations when we reach this point.