

COVID Catchup Premium 2020/21



2020/21 Expected Funding			
Pupils in year groups 7 to 11 <i>(Based on the School Census 1 Oct 2020)</i>	711	@ £80	= £ 56,880

Barriers to future attainment

Academic barriers

- In-academy attainment gaps on entry in English and Mathematics
- Reading ages significantly lower than both chronology and national on entry
- Positive learning habits are often not fully embedded

External barriers

- Attendance of students does not match that of other students nationally
- Adjusting to new ways of working and in-school routines
- Parental engagement during COVID climate

Curriculum Expectations

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.

Remote Education

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.

How are we spending the premium?

Schools should set out how they will allocate the additional funding to support curriculum recovery this academic year. The EEF guidance suggests a 3-tiered approach:

COVID Catchup Premium spend is divided into the following three priority areas:

Teaching

- High-quality teaching for all
- Effective diagnostic assessment
- Supporting remote learning
- Focusing on professional development

Targeted academic support

- High-quality one to one and small group tuition
- Teaching Assistants and targeted support
- Academic tutoring
- Planning for pupils with Special Educational Needs and Disabilities (SEND)

Wider strategies

- Supporting pupils' social, emotional and behavioural needs
- Planning carefully for adopting a Social and Emotional Learning curriculum
- Communicating with and supporting parents
- Supporting parents with pupils of different ages
- Successful implementation in challenging times
- Ofsted will conduct interim visits to schools between 28 September and December 2020 and will discuss with school leaders how they are ensuring that pupils resume learning the school's curriculum, including contingency planning for the use of remote education and the use of catch-up funding.

Identified Gaps in learning and barriers (Sept 2020) (e.g. Curriculum, literacy, attendance, well-being)

A	Literacy skills in all year groups
B	Gaps in curriculum knowledge as identified by each Head of Department
C	Readying the school for further home learning needs (E.g. a second lockdown)
D	Ensuring all students can access online learning at home
E	Gaps in knowledge that have appeared between March and July 2020 (as identified through assessment in Term 1)
F	Ensuring our SEND students are making social, emotional and academic progress following the lockdown period
G	Understanding T&L strategies within the 'new normal' way of teaching
H	Gaps in 'careers and further education' advice and guidance
J	Understanding the ability of our new Year 7 intake without SATS scores
K	Maintaining a high attendance % for all students is a priority
L	Wellbeing: Students adjusting to the new school routines and structures
M	Wellbeing: Concerns around anxiety and safeguarding issues following the lockdown period
N	Ensuring parental engagement levels are maintained during the 'virtual meeting' era
P	The new plans for the school day create a number of logistical difficulties which could hamper high quality teaching and learning if we are not careful

Teaching							
Action		Intended Impact	Lead	Cost (£)	2020/21 Cycle 1	2020/21 Cycle 2	2020/21 Cycle 3
A1	Purchase 3 x NGRT tests for Yrs 7 - 9	Track reading ages and provide supporting evidence for the Literacy strategy		1200			
A2	Purchase Accelerated Reader for Yrs 7 - 9	To deliver a supported reading package identifying gaps in students reading and reading for understanding		5400			
J1	Purchase GL NRT tests for English and maths for Year 7	Identify the ability of students to enable target setting, baseline setting and core groupings		750			
J2	Take part in 'no more marking' assessments for Year 7 english	These will provide another opportunity to identify the ability of our new Year 7 cohort with regards to literacy.		0			
E1	Introduce P8 intervention for Year 11	P8 interventions should close gaps in students subject knowledge and prepare them for examinations		3500			
E2	Introduce Saturday school for Year 11	Saturday school should focus on exam practice in core subjects		5500			Tutoring
P1	Purchase 3 more class sets of chromebooks and charging case	Access to computers is essential for some subjects (Business, Sport, HSC), but this will also support the AR programme. We would struggle to move computers across bubbles		21000			
E3	Purchase revision guides and workbooks from CGP for all Y10 and Y11 students	Supporting home learning, remote learning and in-class. Improved attainment between C1 and C2 mocks		2500			
P2	Purchase additional classroom visualisers to support the fact that staff can not move freely around classrooms	These will support high quality T&L and will enable staff to model from the front of the class		1000			
P3	Replenish all AFL kits for all students	Students cannot borrow equipment and to develop independence we will provide them all with a kit which enables them to play an active part in lessons		1300			
G1	Focus on Rosenshine & TLAC strategies in teaching CPD	Evidence-based strategies are supporting students' learning potential in knowledge and retention. The TLAC strategies in particular are allowing students' to maximise learning and retain key subject knowledge		0			
Total Cost				42,150			

Targeted academic support							
Action		Intended Impact	Lead	Cost (£)	2020/21 Cycle 1	2020/21 Cycle 2	2020/21 Cycle 3
A3	Purchase Lexia learning to support SEND students with literacy levels	Improve literacy levels and reading skills of SEND students. Impact shown in NGRT results (2&3)		2000			
E4	Purchase Hegarty Maths subscription for closing the gap tasks	Close and systematic tracking of Hegarty maths student completion rates. Focus on number of questions answered correctly and time spent completing the tasks / videos. Monthly report produced tracking individual student success at class and school level.		800			
F1	An annual budget in addition to capitation to FOCUS to enable small group catch up groups and resources required	The students who benefit from this small group work will make rapid progress in literacy and numeracy as seen in the January NGRT tests and Cycle 2 assessments		2000			
Total Cost				4,800			

Wider strategies							
Action		Intended Impact	Lead	Cost (£)	2020/21 Cycle 1	2020/21 Cycle 2	2020/21 Cycle 3
K1	Incentivise improvements in attendance and A2L through rewards system for SIXER programme	Attendance will improve on point-to-point vs last year and close gap to national data. Behaviour data will again be reduced year on year and FTE will be below national		2000			
L1	Pay for 70 – 90 hours of counselling for students	Having counsellors will allow for more children to have access to specialist advice and guidance over their worries centred around post lock down routines and anxieties. This will have an overall impact on well-being which will lead to a more positive outlook in lessons and around school.		2500			
C1	Purchase of Class Charts	Purchasing of the Class Charts app which is allowing parents and students to track set homework more effectively. This is leading to higher completion rates of the bespoke catch up homework being set as part of the planned curriculum recovery. It is also supporting with remote learning and online assessments		2800			
H1	Ensure all Year 11 students have a 1:1 careers interview with an independent advisor	This is essential advice and guidance that the school must offer to all students so they are thinking about what they will be doing next academic year and beyond		1750			
N1	Purchase an upgraded version of ParentsEvening to allow video calls for parents/teachers	To maintain communication between the school and the parents regarding academic performance		800			
Total Cost				9,850			

Summary COVID Catchup Funding	
Priority Area	Cost
Teaching	£42,150
Targeted academic support	£ 4,800
Wider strategies	£ 9,850
Total	£56,800
Allocation	£56,880

Review of Expenditure

Teaching	
Impact	Lessons Learned
<ul style="list-style-type: none"> • Every student sat a reading test which meant we could track reading ages and provide supporting evidence for the Literacy strategy. • Accelerated reader embedded in English lessons to improve reading ages. • Additional chrome books allowed AR to run and provided other subjects with an additional resource to support learning. • Targeted coursework catch up for students in KS4 improved their progress and final grades. • Visualisers in every class ensured teachers could 'teach from the front', model and use guided practice. • All students could play an active part in lessons as they had all the equipment necessary in their AFL kits. • Students cannot borrow equipment and to develop independence we will provide them all with a kit which enables them to play an active part in lessons. • CPD delivered to teachers on Cognitive Overload Theory and Rosenshines principals improved teaching and routines in the classrooms. 	<ul style="list-style-type: none"> • Use coaching and practice when we return to school to ensure consistency across the academy remains. • Adjust the curriculum to add additional capacity for literacy in Y7 & 8. • Additional CPD needed around show me boards and guided practice. • Ensure revision guides and knowledge organisers are used effectively in the classroom.
Targeted Academic Support	
Impact	Lessons Learned
<ul style="list-style-type: none"> • Students literacy levels and reading skills of SEND students has improved, shown in NGRT results (2&3). • All students completing additional hegarty maths work. This program adjusts to the weaknesses of the student and gives detailed reports to teachers to enable them to tailor their teaching. • FOCUS ran small group interventions and improved the progress of SEN students in literacy and numeracy in Y7 (support class). 	<ul style="list-style-type: none"> • Ensure all students complete reading test in September. • Use reading ages to inform sets and run tailored AR interventions. • Adjust the curriculum for additional literacy time.
Wider Strategies	
Impact	Lessons Learned
<ul style="list-style-type: none"> • Behaviour data has significantly reduced in all year groups. • All HOY were mental health trained to assist with issues post pandemic. • Class Charts app allows parents to track work completed when isolating. Students are able to complete work remotely when isolating. • All students had regular contact from school and data collected enabled us to get a clear picture of the support network at home. • Remote learning engagement improved during lockdowns and when students had to isolate. • Communication between home and the academy improved. 	<ul style="list-style-type: none"> • All PP students provided with a device and wifi to work from home during lockdowns and when isolating. • Ensure all parents are logged on to class charts – include as part of the induction process for Y7.