

Catch Up Premium Spending Strategy

Context
<p>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 curriculum expectations for the next academic year in actions for schools during the coronavirus outbreak.</p> <p>While schools can use their funding in a way that suits their cohort and circumstances, they are expected to use this funding for specific activities which will help pupils catch up on missed education.</p> <ul style="list-style-type: none"> • Allocation - £53K • 662 pupils on roll • 140 pupils eligible for Pupil Premium Funding • 147 pupils on the school's SEN Register
<p>Catch Up Priorities</p> <ul style="list-style-type: none"> • Literacy Catch Up • Numeracy Catch Up • Social and emotional wellbeing – pupil behaviour • Inequalities accentuated by school closures disproportionately affecting our disadvantaged pupils

In June 2020 the Education Endowment Foundation published the 'Covid Support Guide for Schools'. Within this document suggested strategies were grouped into three broad areas. Where appropriate we have linked each of our intended interventions and/or purchases to at least one of the areas outlined within the report:

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| <p>(1) Teaching and whole school strategies</p> <ul style="list-style-type: none"> a. Supporting great teaching b. Pupil assessment and feedback c. Transition support | <p>(2) Targeted support</p> <ul style="list-style-type: none"> a. One to one/small group tuition b. Intervention programmes c. Extended school time | <p>(3) Wider strategies</p> <ul style="list-style-type: none"> a. Supporting parent and carers b. Access to technology c. Summer support |
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Priority 1 – Literacy Catch Up			
Actions	Desired outcome	Costs	EEF Category
Appropriate screening of pupils to identify students requiring literacy interventions.	To identify students who need specific literacy interventions according to their scores within particular measures.	£6K	1b 1c
Fresh start: Intensive phonics intervention programme.	To reinforce phonological awareness to increase reading fluency and automaticity, which in turn aids improvement in comprehension. Strong phonological knowledge can also improve students' spelling accuracy.		2b
Toe-by-toe program: Short 1:1 reading sessions during tutor time.	To improve student's decoding skills significantly which will aid their comprehension of texts that they read.		2a 2b
Accelerated reader program: KS2 significantly below 100 – withdrawal for intensive support with specialist Learning Support Service staff.	To develop the comprehension and inference skills of students significantly below expectation in this measure.		1c 2b
Targeted in class intervention by Learning Support Assistants.	To provide personalised support for students in lessons. LSAs are aware of the strategies that can help develop the skills of those students with significant literacy needs. These are woven into the SFPs, which LSAs are familiar with for those students they support and work with closely.		2b
Personalised intervention homework set using https://www.spellzone.com/ and https://bedrocklearning.org/ following monitoring of written work in class.	To consolidate and revise understanding of spelling rules and pattern, as well as enhancing understanding of low frequency vocabulary. To also improve the ability of students to access advanced vocabulary in a range of cross curricular texts.		2b
Tutor time literacy sessions once a week, with specialist resources aimed at improving pupils' basic literacy levels.	To provide structured support for students with literacy barriers to learning.		2a 2b
Additional sessions for English recovery curriculum delivered by teaching staff.	To raise the achievement of underperforming students in English and reduce the impact of the summer 2020 lockdown.		1a 2b 2c

Priority 2 – Numeracy Catch Up			
Actions	Desired outcome	Costs	EEF Category
Appropriate screening of pupils to identify students requiring numeracy interventions.	To identify all students who may benefit from intervention providing a raw score to prioritise the needs of each student.	£6k	1c 2b
Small group intervention programme with numeracy specialist for students identified as requiring additional support.	To improve confidence and ability in understanding basic numeracy concepts to support students to better access mainstream lessons.		2a 2b
Targeted in class intervention by Learning Support Assistants.	To support students in class to help boost their confidence and understanding.		2b
Personalised intervention homework set using https://hegartymaths.com/ following monitoring of work in class.	To improve and embed a deeper understanding of mathematical solving and to develop fluency of fundamental mathematical skills.		2b
Additional sessions for Mathematics recovery curriculum delivered by teaching staff.	To raise the achievement of underperforming students in mathematics and reduce the impact of the summer 2020 lockdown.		1a 2a 2b 2c

Priority 3 - SEMH			
Actions	Desired outcome	Costs	EEF Category
Conduct a Survey into pupil well-being post 2020 lockdown.	To identify students who may require additional support.	£29K	2b
Appointment SEMH specialist to work with vulnerable students.	To build capacity within the organisation to work closely with students who have SEMH needs.		1a 1c 3a
1:1 SEMH sessions.	To help pupils develop resilience and strategies in dealing with/overcoming SEMH barriers to learning and everyday obstacles.		1a 1c 2a
Develop pupil profiles to measure the impact of SEMH interventions.	To provide teachers/support staff with up to date information surrounding strategies that will enable pupils to thrive. As SEMH interventions evolve, pupils will begin to attend more lessons with confidence and integrate fully into school life.		1a 1c
Regular 'virtual' assemblies.	To provide a platform to consistently share key messages with all students.		2b
Whole school approach to student rewards – start pupils.	To create a positive culture of behaviour for learning within the school.		2b

Priority 4 - Disadvantaged children			
Action	Desired outcome	Costs	EEF Category
Conduct a survey into the study habits of students who had a poor engagement with online learning during the summer 2020 school closure.	To identify barriers to remote learning.	£5K	3b
Run assemblies on a growth mind-set, the importance of good routines and effective revision strategies.	To develop the metacognitive skills of our students and to ensure they are well informed about the importance of having good routines.		2b 3a
Teaching remote lessons in usual classes rather than full year groups as well as building in screen time breaks throughout the day for students.	To meet the individual needs of each child during remote teaching.		1a 1b 3a 3b
Purchase iPads for pupils who do not have their own device to work on at home.	To ensure that all students are able to access the remote learning provision.		3a 3b
Provide dongles for pupils with a poor or no internet connection at home.	To ensure that all students are able to access the remote learning provision.		3a 3b
SEND department to ensure that SEND pupils are effectively supported with their learning.	To ensure that students with SEND can access the remote learning provision.		2b 3a 3b
Further development remote learning pedagogy.	To improve the quality of education for all.		1a
Allocate time for Trust Leads of EBacc subjects to develop and embed recovery curricula.	To reduce the impact of the summer 202 lockdown on student progress.		1a 1b 1c
Purchase Active learn, the Pearson Online Textbooks, called Viva.	To provide more reading and listening resources to use to help students prepare for the GCSE Spanish listening and reading exam.		1a 2b

Priority 5 – Curriculum and Pedagogy			
Action	Desired outcome	Costs	EEF Category
<p>Following the coronavirus pandemic additional Trust Director time has been allocated to assessing lost learning, or misunderstood learning; identifying content and material that requires re-teaching; and ensuring continuity within their curriculum area. By working as part of a Trust the Trust Directors have been able to triangulate their data and assessments longitudinally and latitudinally in terms of year groups and previous cohorts. This has allowed them to formulate detailed continuity plans which are applicable across all schools and bespoke to each setting.</p> <p>The Trust Directors are also countering the lost training and development for early career teachers.</p>	<p>Through subject specific pedagogic professional learning and immersive curriculum planning opportunities NQTs and RQTs are able to provide the best classroom practice to their students.</p> <p>By continually focusing on the quality of education in the classroom and providing appropriate professional support we are able to ensure that lost learning is countered in a timely and meaningful fashion.</p>	<p>£7K</p>	<p>1a</p>