Crawshaw Academy

COVID-19 catch-up premium

Updated 09/02/21

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of students:	949 (eligible at time of funding calculation)	Amount of catch-up premium received per student:	£80
Total catch-up premium budget:	£56,940 (excluding % retained by Trust for funding shared resources)		

- We have targeted the use of the Catch-up premium on several areas:
- Purchasing standardised assessment programmes to identify gaps in knowledge and understanding focusing on reading, comprehension and core knowledge in English Maths and Science for Y7 and 8. Internal assessment (trial exams and end of unit tests) analysed to inform planning for Y9-11.
- Purchasing an online intervention software programme to support SEN students.
- Planning and implementing a recovery curriculum to address most common gaps through re-teaching and consolidation (assessment data used to inform this planning)
- Coordinating the home learning strategy using online tutorials through adaptive platforms such as Hegarty Maths, Bedrock and Century Tech (license costs) to create bespoke interventions
- Funding of holiday catch-up and Period 6 interventions at KS4 (February/Easter)
- Engagement with NTP: Requested Academic mentors (Teach First) for Maths and Science to deliver tuition to targeted small groups
- Additional staffing capacity to deliver academic and pastoral interventions and mentoring for PP students (e.g. AW in Achieve)

The overall aims of the catch-up premium strategy are:
- To reduce the attainment gap between our disadvantaged students and their peers
- To raise the attainment of all students to close the gap created by COVID-19 school closures

ADDITIONAL INFORMATION

Universal COVID catch up premium in the Red Kite Learning Trust

Collectively, the trust decided to retain £20 of each £80 allocated in order to fund two important aspects of our delivery plan.

The first of these is a number of interventions and resources that we considered were more efficient and effective if shared across the Trust. These include:

· Investment in a speech and language training and support programme
· Procuring additional Educational Psychologist time to support teachers in helping some of our most vulnerable children impacted by the break in their schooling
· Investing in specialist child and family support for a small but highly vulnerable group of disadvantaged children who are struggling to get back into school
· Investing in two additional KS2 teachers trained to support reading, writing and mathematics in Years 6 and 7, the crucial transition years. We expect these teachers will work across our schools, delivering to targeted small groups of children but also supporting Yr7 teachers in coping with children who may well not be 'secondary ready' due to the closure of schools. In the summer term 2021 they would help Year 6 in primary schools as they make their transition to secondary.

The second is to fund the bespoke plans for each school.

Jan 2021 (Impact of school closure)

The school closure has severely impacted our ability to deliver the following planned interventions:

- KS4 February half term interventions

- Extended day catch-up sessions for KS4

- KS2 teacher-Y7 catch up reading interventions

- Tutor time reading interventions with Y7

- Planned KS3 assessments using the GL platform and associated monitoring points

- We have applied for academic tutors through Teach First to support academic tuition in core subjects but as yet have not had confirmation of our allocation (est £10,000)

ADDITIONAL INFORMATION

Other notes:

School funding has been used to strengthen the catch-up provision in the following ways:

Re-deployment of SENCO to deliver small group teaching releasing TAs to be deployed elsewhere at a cost of £16,000 to the school budget.

A proportion of the salaries of key staff have been included as the cost of the additional capacity is to provide dedicated catch-up interventions-recruitment has been targeted to increase capacity

Pupil Premium Mentors (3) have a responsibility for mentoring small groups of PP students -funded by school PP budget

Purchase/renewal of licenses for Adaptive Learning Platforms

The costs of providing additional tuition for exam groups by extending the school day and through holiday interventions are estimated and are likely to be higher.

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	Low levels of literacy and numeracy
B	Poor self-regulation and metacognitive skills
C	Gaps in foundational knowledge

ADDITIONAL BARRIERS	
External barriers:	
D	Attendance to school (and lessons)
E	Lack of IT access and internet connectivity
F	Improving parental engagement with learning and self-regulation

Planned expenditure for current academic year (20/21)

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?**
Y7/8 GL Assessment package Robust assessment of knowledge and understanding gaps to enable teaching to be tailored effectively. GL Progress tests in E, M, S conducted in Autumn term. Reading and CATS tests. (CRA1/2)	Accurate analysis of data identifies gaps in knowledge and understanding to be addressed through a combination of face-to-face teaching and bespoke interventions (wave 1 and 2)	Robust assessment of gaps will enable effective and appropriate wave 1 interventions.	Each SL has analysed the data and identified next steps. All staff have indicated students gaps on their class profiles to aid planning for progress and wave 1 interventions.	(MHd, AS, KC)	Termly
Purchase of visualisers for modelling work and approaches to tasks.	Modelling of student work helps students gain knowledge of the topic but also knowledge of the strategy implemented too. This enhances the likelihood that they can transfer this to different but similar problems.	Visualisers help to improve students' metacognitive ability as they allow teachers to model their thought process clearly and in real time when answering questions and solving problems.	All teachers will have access to a visualiser. Good practice already exists across many subjects-this will be cascaded by subject leaders.		
Cost of GL test licenses for assessment suite 450 x £20 this includes PASS (pastoral interventions)					**£9000**

Home learning strategy focused on interleaving content Focus on critical aspects and foundational knowledge. A package of home learning to support students' retention of knowledge. Utilise online adaptive platforms to provide personalized home learning tasks that also generate diagnostic data for teachers	Home learning focuses on independent practice and short quizzes – all opportunities to embed concepts in the long-term memory. Students have access to personalized teaching and intervention through the adaptive learning platforms in core subjects	Interleaving of tasks helps with retention of knowledge Metacognition: Studies show that effective learning habits and self-regulation are crucial to students' success	Meetings and training for CDG to ensure the strategy is understood. Home Learning Information shared with staff, students, and parents.	Subject leaders	At PP
Annual cost of the online learning platform software approx £8000 (funded through school budget)					**School budget**
Recovery curriculum Face-to-face teaching focusing on key ideas and setting up the home learning with modelling, explanations and immediate feedback—sharing the metacognitive steps needed to complete a task.	Subject specific focus on foundational and essential knowledge ensures students have the necessary foundations on which to build.	Extensive evidence that QFT has the biggest impact on students' learning. Diagnostic assessment is central to this.	Training for all staff and CDG focused on subject recovery planning. All SLs have submitted plans for recovery. Line management follow up		PP

Create staffing capacity (recruitment) for intervention groups in **English and Maths** *Additional capacity in English created through recruitment of an NQT*	The additional capacity will be dedicated to timetabled English and Maths lessons for Y11 to address gaps from school closure (8 hours per cycle)	The evidence indicates that small group and one to one intervention can be a powerful tool for supporting pupils. Tutoring interventions have been shown to be particularly effective for pupils who are lower attaining in comparison to their cohorts and for those from disadvantaged backgrounds. As such, tutoring can be used as a targeted catch-up strategy for particular pupils.	Sessions occur regularly) and are maintained over a sustained period of time (e.g. 8-20 weeks). The intervention has structured supporting resources and lesson plans with clear objectives •Assessments are used to identify appropriate pupils, guides areas for focus and track pupil progress.	MHd/AS	PP
MS TEAMS developed as the primary platform for home learning	Supporting pupils to work independently can improve learning outcomes	EEF Multiple reviews identify the value of strategies that help pupils work independently with success. During the new academic year, integrating these strategies clearly into homework and other study approaches is likely to prove effective.	Student and staff training (September 20) prioritized with follow up CPD Information and guidance shared with parents and students	AJD/PD	Termly
Cost to staff additional timetabled intervention lessons (Maths and English)					**£8000**
				Total budgeted cost:	
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?**

Targeted Y7 literacy and reading interventions timetabled during morning tutor periods Create additional capacity for intervention by increasing **CB's** working hours	Students make progress in their reading as measured through the NGRT	EEF: There is extensive evidence showing the long-term negative impact of beginning secondary school without secure literacy skills. Programmes are likely to have the greatest impact where they meet a specific need, such as oral language skills or aspects of reading, include regular sessions maintained over a sustained period and are carefully timetabled to enable consistent delivery Literacy intervention evidence of impact	DoC: cohort for reading interventions identified by GG Staff trained in reciprocal reading	GG	Termly
KS2 teacher (0.6) to work with Y7 (funded centrally) <mark>Start date January 2021-school closure</mark> Stationery and resources for Y7 catch-up support (£500)	To reduce the gaps in literacy identified through baseline assessment through targeted (wave 2) intervention	Year 6 teacher has detailed knowledge of age-related expectations of Y7 and strategies required to address gaps to enable catch-up	Line managed by DoC Diagnostic assessment data informs planning of interventions Regular assessment informs adjustments and further interventions	GG	End of academic year
Cost of additional staffing (KS2 teacher) funded by Trust central budget Staffing of reading covered through increasing CB's contracted hours					**£6500**

SEN interventions-literacy Purchase of the Lexia literacy programme for weak readers (SEN)	To identify and address specific literacy needs as identified by the baseline assessment conducted through the programme	EEF: Programmes are likely to have the greatest impact where they meet a specific need, such as oral language skills or aspects of reading, include regular sessions maintained over a sustained period and are carefully timetabled to enable consistent delivery	Regular growth reports (Lexia, IDL)	TH	Termly
SEN interventions Teaching of small groups Redeployment of SENCO	Teaching assistants delivering wave 2 literacy interventions	EEF: Programmes are likely to have the greatest impact where they meet a specific need, such as oral language skills or aspects of reading, include regular sessions maintained over a sustained period and are carefully timetabled to enable consistent delivery	Line managed and overview from SENCO	TH	£5571 (Lexia license) **£16,000 redeployment (funded by school budget)**
SEN additional costs					**£5571**

Access to Academic tutors	To raise attainment of targeted cohorts in English, Maths and Science through provision of small group tuition	**EEF:** The evidence indicates that small group and one to one intervention can be a powerful tool for supporting pupils. Tutoring interventions have been shown to be particularly effective for pupils who are lower attaining in comparison to their cohorts and for those from disadvantaged backgrounds. As such, tutoring can be used as a targeted catch-up strategy for particular students.	Early application for access to tutors through **Teach First** <mark>(applied for tutors in December)</mark> Use data to identify cohorts that would benefit the most form small group tuition Teaching assistants or academic mentors follow the plan and structure of the interventions Monitoring of data to measure impact	**PD/AS**	Determined by when tutors become available

Holiday and Period 6 interventions **Extended day** February/Easter 21? *School closure has impacted the ability to provide tuition during February HT and after school*	Gaps in students' knowledge and understanding are targeted during the intervention leading to improvement in raw marks/grades	**EEF** The evidence indicates that small group and one to one intervention can be a powerful tool for supporting students. These interventions should be carefully targeted through identification and assessment of need and the intensity should be monitored. Some students may make quick gains as they return to school full time, so assessment needs to be monitored—in a manageable fashion—over time. In some cases, schools may consider extending the length of the school day; for example, to provide additional academic or pastoral support to particular pupils after school.	Key teachers with a track record of success with improving outcomes Use assessment data to target the intervention very precisely The intervention has structured supporting resources and lesson plans with clear objectives. Assessments are used to identify appropriate pupils, guides areas for focus and track pupil progress.	AS	Pre and post assessment
Total budgeted cost: (2 x Academic tutors on costs) approx. 10K and payment for staff holiday tuition (approx. 8K)					**Est 18,000**
Other approaches (wider strategies)					
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?**

Director of Communication Appointed to a permanent role from September 2020 to implement and monitor whole school literacy priorities across the curriculum	To coordinate and develop the provision of literacy across the curriculum focusing on reading, vocabulary and oracy Coordinate reading interventions and reading lessons)	Poor literacy skills are a huge barrier to students' success across the curriculum. Improving reading skills (including tier 2 and tier 3 vocabulary) is a priority	SLT link LMM Weekly activities to develop comprehension, vocabulary, reading and oracy	**GG**	**End of year**
Ensure pastoral contact home for disadvantaged students also identifies barriers to engagement due to technology or a lack of other forms of support.	Students have access to the tools they need to learn effectively and make appropriate provision where possible	EEF Wider Strategies Supporting pupils to work independently can improve learning outcomes Ensuring access to technology is key, particularly for disadvantaged students	Maintain an accurate overview of students' IT access and other barriers to learning Use the data to target provision of resources e.g. DfE laptops/dongles School provided IT hardware	**AF/DN**	Ongoing
Appointment of an inclusion worker (AW) Sept 20 to add capacity for pastoral interventions (proportion of time)	Additional support for disengaged students who have 'high needs' and benefit from pastoral mentoring leads to improved learning engagement and attendance	EEF Wider Strategies Positive impact on attendance and engagement with learning	SLT line manager monitoring Data monitoring	**AF**	Termly
Appointment of PP mentors (TLR cost)	PP mentors (3) allocated a cohort of disadvantaged students for weekly mentoring/breakfast clubs leading to improved learning engagement and attendance	Impact on behaviour, attendance and engagement	SLT line manager monitoring Data monitoring	**AF**	Termly

Conduct PASS tests with Y7/8 to ascertain pastoral barriers and planned interventions **March 21**?	Personalised reports used by pastoral team to plan appropriate interventions	Accurate identification of barriers enables provision to be targeted	Identify cohorts from the data Appropriate deployment of staff with expertise to deliver pastoral interventions (cost is factored into GL above)	**PD/DN**	June 21
Cost of additional staffing/TLR (as a proportion of time dedicated to catch-up)					**£9500**
				Total budgeted cost:	**£56,571**