COVID-19 catch-up premium report

COVID-19 catch-up premium spending: summary

The Covid-19 Catch-Up Premium is funding given to all schools to help ensure that students are supported to catch up any loss of learning resulting from the school closures and not being able to attend school as a result of isolation during the covid-19 pandemic. The use of this funding is at the discretion of the school with the aim that it supports all students identified as falling behind. The aim is to help all students to be able to access the full curriculum and meet academic expectations.

The Education Endowment Foundation (EEF) has issued guidance from evidence-based approaches and suggests a3-tiered approach:

1. Teaching and whole school strategies: supporting great teaching, pupil assessment and feedback and transition support.

2. Targeted Support: 1:1 and small group support, intervention programs, extended school time.

3. Wider strategies: supporting parents and carers, access to technology, summer support.

SUMMARY INFORMATION			
Total number of pupils:	75	Amount of catch-up premium received per pupil:	
Total catch-up premium budget:	£19200		

Throughout the first national lockdown we learnt a lot about tea... ... communicating even more effectively so that there is a real clarity for parents, students and staff. We have applied what we have learnt to the Catch-Up Strategy.

In planning the curriculum for 2020/21 we identified several priorities to help students catch-up. Additionally, we have made plans for proactive future-proofing the curriculum and our students' education in the event of further disruption through national lockdowns or the need for isolation or school or class closure.

Priorities:

1. Building confidence and re-establishing routines: We need to ensure that staff, parents and students are confident in the school systems and procedures in order to ensure high attendance at school. Students may well have had their confidence knocked by the extended national lockdown during spring/summer 2020 so we need to build this back up alongside re-establishing all the learning routines that may have been lost.

2. Future proofing: we have invested in technology and training for staff to ensure that we can provide all students with a high-quality remote curriculum education if there is further disruption during 2020/21.

3. Ensure we make up for lost learning and address gaps in knowledge.

4. Wellbeing: recognising the wider implications for both students and staff and that individuals will have faced different challenges during the pandemic–pastoral care and identifying issues and then subsequently providing the support needed is a high priority.

Aims:

1. To get all students back into school attending regularly.

2. To ensure that the curriculum identifies and addresses any gaps in students' knowledge arising from loss of learning during the pandemic.

3. To ensure students make accelerated progress in literacy and numeracy.

4. Using technology within the classroom so that this is used routinely to assess prior knowledge and inform teaching as well as establishing working online as a learning habit.

5. To ensure staff are provided with the technology, training and time needed so that they can deliver remote learning that mirrors the planned curriculum within school.

6. To ensure that all students have equitable access to high quality devices and internet connections in order to access remote learning when necessary.

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	Students working below age related expectations in English, maths and reading
B	Already existing learning gaps exacerbated by lockdown
C	Lost learning in reading due to little practice, little access to books and forgotten phonics skills
D	All students have an EHCP with a primary need of SEMH and 72% of students have SPLD.

ADDITIONAL BARRIERS	
External barriers:	
D	Historically poor levels of attendance with a lack of engagement and support from parents if pupils have to learn from home.
E	Low socio-economic factors. Chaotic home environment and a lack of support for remote education
F	Lack of electronic devices and internet connections for remote learning.

North Star Academy Trust

Planned expenditure for current academic year

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 leads**	**When will you review this?**
Implement revised curriculum with a focus on addressing gaps in knowledge All students baselined to identify post covid levels. Curriculum to address social and emotional aspects of learning through PHSE and targetted tutor interventions.	Accelerated progress towards previously expected outcomes. Attainment gap is narrowed.	EEF's COVID-19 support guide for schools; staff set aside specific teaching time to address social and emotional wellbeing of children, discuss any anxieties and provide strategies to support these. Pastoral and SLT support available all day for parents. More technology devices have been provided in school and government resourced technology has been shared with families.	Leadership support for staff. Year group teams regularly review. Year group monitoring: work scrutiny, learning walks, discussions with staff and pupils. Termly curriculum reviews	Subject Leads	Termly school development plan reviews
Implement Maths Mastery in KS3.	Accelerated progress towards previous expected progress.	There are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to	Mathematics Mastery program is a whole-school approach to teaching mathematics. The programme aims to deepen pupils' conceptual	Maths Lead SLT	Termly progress data.

	3 fine levels a year unless students have SPLD and MLD.	an addit... Therefor... to be a p... narrowing the gap.

Mastery learning appears to be particularly effective when pupils work in groups or teams and take responsibility for supporting each other's progress. | ...standing of key mathematical ...pts. All students will undertake ...s Mastery baseline testing to identify correct teaching groups.

In September all staff will receive Maths Mastery training through targeted online video sessions. | | Progress from baselines. |
| Remote curriculum planned in line with DfE contingency planning guidance so that students working remotely have access to either high quality recorded versions of the lessons in school or live lessons from their teachers so that the normal curriculum can continue as much as possible | Students working remotely do not fall behind in their learning. Full remote curriculum offer in place. | Students isolating could access full curriculum offer. Full curriculum delivered in line with the school's timetable with a mix of recorded and live lessons by the student's class teacher. | Led through curriculum SLT meetings. Time given to subject teams to work collaboratively. Monitoring by curriculum leaders | Subject Leads

SLT | |
| Ensure all students have access to a high-quality device to access remote learning and that this device can also be used to support their learning | All students are able to safely access remote learning through a suitable device. The majority of students will take part in the | Ensure 100% connectivity so student could have access to our remote learning offer throughout lockdown.

Ensure students are safe online to prevent online exploitation. | Identify levels of need through parent surveys.

Target students through DfE laptop scheme or through the Chromebook leasing scheme. | Subject Leads

SLT

DSL | Reviewed-100% of students had access to both a device and in the internet. |

| in lessons so that students get more used to using technology within their learning in case of further disruptions to face to face education. | Chromebook leasing scheme so they have a device they can use both at home and within lessons to support their learning. | training on technology ...ced learning. Online safety ...g for staff, parents and pupils. | | |

| Total budgeted cost:

Math's Mastery Training:
Chromebook scheme:
Revising the covid curriculum | | | **£1000.00**
£Free
£Free |

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?
Implement Accelerated Reader Program intervention.	Accelerated progress in reading levels.	The EEF funded an evaluation into the efficacy of Accelerated Reader to see if it could have an impact in English secondary schools. AR is specifically designed to improve outcomes for struggling readers at the transition from primary to secondary school. The study found that year 7 pupils who were offered Accelerated Reader made 3 months' additional progress in reading compared to other similar pupils. For pupils eligible for free school meals the figure was 5 months' additional progress.	Whole school approach to accelerated reader. All students will have baselines where they are significantly below ARE, students will have a targeted reading intervention. An experienced trained support staff is being employed to deliver on the intervention program.	EC AP	Termly reading data. Termly reading, writing, comprehension data.

		For weak [readers, it] appears [to help] at the start of secondary school, although pupils at very low levels of reading may need initial support from teachers to benefit, if they are not independent readers. Based on the promising findings from this small study, EEF has now funded an effectiveness trial, to see if the results can be replicated for a larger number of schools.			
Phonics and reading interventions 1-1 -Fresh Start Phonics by Read.Write.Inc	Accelerated progress in language and communication	Fresh Start has been evaluated through a previous EEF efficacy trial involving ten secondary schools and 433 Year 7 pupils. The study randomised pupils within each of the schools and focused particularly on pupils who did not achieve a level 4 on their Key Stage 2 SATs. The project found a positive impact on all pupils of an additional three months' progress over the course of an academic year. Read, Write Inc. Phonics uses identical techniques with younger children with the aim of preventing reading difficulties so that later interventions aren't required or so that the number of children who need them is minimised.	As above	EC RC	
To maximise attendance on full reopening from start to the autumn term 2020 by identifying those who may struggle to return and then put in	85% attendance for the whole school and those identified as needing support successfully reintegrated as a result	Attendance is a key development point for the school. Data shows a national decline and attendance is heavily linked to students' progress and attainment.	Head of Key Stages and Wellbeing lead providing support phone calls, tours and visits to look at arrangements on-site and to help students get back into school. Attendance tracking and monitoring and mental health support provided where needed.	AG RDI OB	Ongoing- 67% whole school attendance for the year. Attendance.

| place appropriate support. | of appropriate intervention. | | ...ghtly attendance meetings that ...on the lived experience of the child, cross referencing safeguarding and behavior data. Actions to improved attendance are logged on Arbor and reviewed.

Reintroduced celebration of attendance each week within school and work with external agencies to promote good attendance. End of term (2,4,6) rewards based on attendance.

Expand our multi-agency approach to support those who are non-attenders, including working closely with our outreach team, alternative learning providers, police, YOT etc.

Capture student voice and identify the reasons for non-attendance and create action plans for improvement.

Ensure that there is high quality remote learning in place so no learning is lost for those who medically cannot attend or for those who are persistent non-attenders. | | |

Total budgeted cost: - 6 hours of SALT time each week -Targeted literacy intervention time (3 hours)	**£7800** **£8200**

-Attendance visits					**Total:16,000**
Other approaches					
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?
Health and wellbeing extra-curricular activities	Increased physical fitness and health well-being. Improved attendance. Reduction in negative behavior incidences. Reduction in mental health safeguarding incidences.	Public health data shows decrease in physical and mental health over the covid period.	Extra-curricular timetable. Key staff allocated. Paid over time for support staff offering clubs. Student voice survey to identify feedback.	AG, RDI	Termly school development plan review. Weekly/termly pastoral data.

| Social Emotional and Mental Health interventions. | Increased physical fitness and health well-being.

Improved attendance.

Reduction in negative behavior incidences.

Reduction in mental health safeguarding incidences. | Public he… decrease… health o… | …ts identified as needing …onal support through student

Identification of those students who have a significant change in need who require additional support or EAR. | | Weekly/ termly pastoral data. |
|---|---|---|---|---|---|
| **Total budgeted cost:** 6 hours a week Extra curriculum/after school | | | | | **£3,276** |