

Abbey Grange C of E Academy

# COVID Catch-up Premium Report



A member of



# COVID Catch-up Premium Report

'Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.

We know that we have the professional knowledge and expertise in the education system to ensure that children and young people recover and get back on track. Returning to normal educational routines as quickly as possible will be critical to our national recovery, and the government intends for schools and colleges to fully open in September.

The government has announced £1 billion of funding to support children and young people to catch up. This includes a one-off universal £650 million catch-up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time.' Department for Education. July 2020.

## COVID catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	1262 (7-11)	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	Total: £101,360 3 installments through the year: 1. October 2020: £25,200		

## BARRIERS TO FUTURE ATTAINMENT

### Academic barriers:

A	Gaps in knowledge and understanding resulting from first lockdown (March to July 2020), exacerbated by ongoing absences since September 2020 as a result of students needing to self-isolate.
B	Year 7 issues with reading ability – STARS reading test flagged up 100 as below expected
C	Access to whole curriculum – zoning of school means that practical activities are extremely limited

## ADDITIONAL BARRIERS

### External barriers:

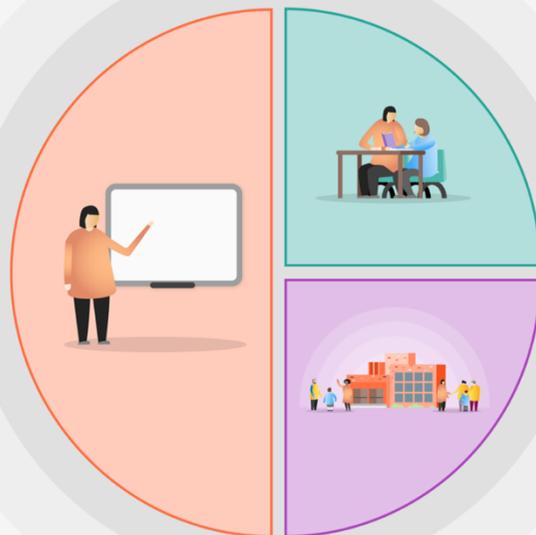
D	Wellbeing of students with knock-on effects on attendance, especially key groups
E	Lack of parental support/understanding of how they can support their child
F	Loss of school trips and residential experiences

# EEF GUIDE TO SUPPORTING SCHOOL PLANNING (2020-21) – TIERED MODEL

## SUMMARY OF APPROACH

### 1 Teaching

- Develop teachers' T&L skills in light of restrictions to normal classroom practice, with emphasis on retrieval, questioning and independent work
- Train TA team to aid students in becoming more independent in their learning
- Develop the reading and writing skills of KS3 students



### 2 Targeted academic support

- One to one and small group tuition to aid the catch-up of students with the biggest gaps in learning in specific subjects
- Support subjects to deliver specific strategies

### 3 Wider strategies

- An attendance strategy to promote attendance for key groups
- A system to allow remote parents' evenings
- Support for psychological recovery of students

## 1 Quality of Teaching for all

### Key Objectives

- 1.1 Teachers are given the tools to support the recovery curriculum – with a CPD focus on questioning, students' independent work and retrieval practice
- 1.2 Training of Teaching Assistants to maximize the support for key groups, in particular, PP, SEND and EAL
- 1.3 Support for Year 7 students to improve their reading and writing age following STARS assessment

Objective	Key Actions	Success Criteria	Evidence/rationale	Monitoring	Impact Milestones
	What will be the specific actions taken to achieve the objective?	How will we know if the actions have been successful?	What is the evidence and rationale underpinning this approach?	How will improvements be monitored? What impact information will be used to evaluate progress?	When will the actions be completed and how will we measure progress towards them?
1.1	Purchase and use of Walkthrus teaching resources (based on Rosenshine's Principles) to support CPD programme, with a focus on the development of questioning, retrieval practice and students' ability to work independently	Lesson observations show that questioning, Apply and Demonstrate and retrieval practice techniques are embedded in vast majority of teachers' practice	Rosenshine's Principles are underpinned by extensive research into the features of 'master' teachers. The techniques reflect these Principles but also draw from further research from Willingham (2009) and Wiliam. The Walkthrus are clear 5 step visuals with words to make teaching know-how as accessible and attractive as possible.	Quality assurance cycle	See CPD programme At each point of monitoring of the QA cycle, focused lesson observations will be carried out to monitor the use of these specific strategies in lessons
1.2	TA training – TAs to have focused training to help students be more independent learners. Work on Oracy, metacognition, mastery. Training to be delivered by teaching staff	Progress of students in these cohorts. Monitoring of Teaching Assistants through observations to show CPDS embedded	At Abbey Grange, 20% of students are PP, 22% EAL and 8% have SEN support. Last year's internal data for Y11 saw a bigger gap between PP and non-PP than previous years	Quality assurance of Teaching Assistants	Programme of training. Monitoring points for TAs via their appraisal process, and QA specifically related to support for SEND students in classrooms.

1.3	KS3 Reading Strategy – all students in Y7 – Y9 will read in form time. Books will be carefully selected to cover many areas and link into Cultural Capital. 1 book to be read each half term. EJN to deliver short training session on the role of the form teacher.	Further testing of reading and writing ages show students are at or beyond expectation	Recent STARS assessment for Year 7 students showed that 33% have a reading age below 11, and 49% under 12. 63% were working below the expected writing age.	Through testing of students as well as evidence from work produced in English, etc	Ongoing through year
Total budgeted cost:					£6,400

## 2 Targeted Academic Support

### Key Objectives

- 2.1 Use of one to one and small group tuition for specific students identified as needing catch-up support
- 2.2 use of Tassomai intervention software to improve gaps in learning in core subjects at both KS3 and 4
- 2.3 Development of support for students with dyslexia
- 2.4 Investment in technology to support intervention strategies for KS3 students
- 2.5 Departmental strategies to support students in subject-specific ways

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2.1	Use one of the authorized tutor agencies to work with students for KS4 Maths, KS4 Languages, KS3 English and Maths	Progress of individual students involved in tutoring	EEF report on closing the attainment gap - Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment. MFL: Particular needs for high ability students who have missed out on consolidation work on listening, reading. Reinforcing basic grammar for lower ability students.	Use of baseline assessment and ongoing testing of students involved	Summer 2021
2.2	Use of Tassomai Intervention package Covers Science, Maths and English Lit from this year.	Students knowledge and understanding of core subject content is improved. Students identified as being behind in one or	Tassomai works by giving students daily practice activities that are personalised to them. The system quickly identifies gaps and helps learners improve their	Monitoring of student progress grades at PTPs Monitoring of student progress using departmental trackers	Summer 2021

	Teachers use their knowledge of their students to decide who uses this intervention package. Use of Pinpoint Learning programme for Maths	more core subjects see their progress improve	knowledge and understanding.		
2.3	Dyslexia Action training – Level 5 Diploma in strategic teaching support for Dyslexia and Literacy	A specialist who will have their expertise strengthened in order to ensure the progress and achievement of students with Dyslexia. The participant will question what is currently in place and will learn new strategies and theories to support. Working with SENCo/AP for T&L to disseminate good practice to TAs and teachers 19 students diagnosed with dyslexia and others with dyslexic tendencies.	Childmind Institute says - It is estimated that as many as one in five kids has dyslexia, and that 80 to 90 percent of kids with learning disorders have it With help and strategies for compensating for their weakness in decoding, students with dyslexia can learn to read and thrive academically.	Current Literacy Mentor to complete the course and become the specialist for support students with Dyslexia in school. Monitoring of these students shows improvement in progress measures.	Ongoing
2.4	Purchase set of iPads for identified KS3 students to use for their intervention strategies	iPads hold the different apps used for intervention. Coordinated by AP for Inclusion. Targetted at cohorts who do not have the benefit of individual school iPads	Having sets that belong to intervention will ensure that intervention time is never cancelled/disrupted and students will keep the routine required to progress.	Monitoring through student use of apps and corresponding advances in progress	Ongoing

2.5	Allow departments to deliver specific catch-up strategies for their individual context. These will be done using the same assess-plan-do-review approach as the whole school plan.	Departments can demonstrate impact of spending on strategies/resources	Many subjects are not included in tutoring provision or intervention packages. Most practical subjects are struggling to deliver their curriculum effectively with limited or no access to practical facilities and resources	Departments will be asked to monitor and evaluate impact termly	Ongoing
Total budgeted cost:					£30,210

<b>3 Wider Strategies</b>					
<b>Key Objectives</b>					
<b>3.1 Improve attendance, particularly that of key groups</b>					
<b>3.2 Improve communication with parents/carers, particularly while face-to-face contact remains difficult</b>					
<b>3.3 Support well-being of vulnerable students through OAA/team building activities</b>					
<b>3.4 Support for psychological recovery of all students</b>					
<b>Objective</b>	<b>Key Actions</b>	<b>Success Criteria</b>	<b>Evidence/rationale</b>	<b>Monitoring</b>	<b>Impact Milestones</b>
	What will be the specific actions taken to achieve the objective?	How will we know if the actions have been successful?	What is the evidence and rationale underpinning this approach?	How will improvements be monitored? What impact information will be used to evaluate progress?	When will the actions be completed and how will we measure progress towards them?
3.1	Attendance strategy and reward system to improve attendance for priority groups (PA students - particularly disadvantaged). Opportunity for an	Reduction in % PA, especially those who are disadvantaged	EEF research supports targeted support for PP students which includes strategies to improve attendance	Regular and existing attendance tracking will demonstrate success of strategy	Ongoing

	enhanced reward system to motivate the entrenched PA cohort.				
3.2	System set up to facilitate remote parents/evenings. Booking slots prioritized for PP students	Parents' Evenings continue with similar or better attendance ratio. Attendance of hard to reach families improves	Lockdown disrupted teacher/parent contact, and ongoing restrictions continue to make face to face meetings impossible. A virtual system allows contact to continue and for particular families to be targeted.	Numbers of attendance recorded, with analysis of student groups represented	A Parents' Evening consultation takes place for every year group this year.
3.3	Outdoor Education package for EAL, SEND, PP in Y7/8. This group missed out on lots of activities due to COVID 19 especially transition and Y7 activities.	Outdoor Ed courses to build friendships, confidence, communication, resilience, team building	Taken from the EEF studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence.	Student Voice measures initial impact, as well as reports from pastoral team to assess lasting impact	Groups attend sessions.
3.4	Provide opportunities for professional counselling sessions. Additional Educational Psychologist time to work with identified students.	Positive effects on students related to attendance and engagement. Added capacity for pastoral team to be able to provide meaningful mental health support.	Higher number of counselling referrals and all current Ed Psych provision has been utilised.	Student voice feedback from counselling and improvement in emotional wellbeing of students.	Reduction in counselling waiting list time. Increased engagement to school from high tariff school refusers due to Ed Psy support.

	Training of members of staff in Mental Health First Aid	Additional opportunities to refer students			Staff and students support from mental health trained staff.
Total budgeted cost:					£13,559.00

## Break down of planned expenditure and duration of each intervention/approach

<b>1 Quality of Teaching for All</b>		
	<b>Cost</b>	<b>Duration</b>
1.1	£900	CPD continues through school year and potentially through the next one
1.2	£500	TA training is equivalent of 2 days, but impact should continue long term
1.3	£5000	Reading programme continues through year. Reading books purchased can be used year on year
<b>2. Targeted Academic Support</b>		
	<b>Cost</b>	<b>Duration</b>
2.1	£60 per student 15 sessions. Approx. £10,000	15 weeks
2.2	£5500 (y7-11) for Tassomai £400 for Pinpoint (Y11)	1 year
2.3	£3000	Trained colleague will deliver support for dyslexic students in an ongoing capacity
2.4	1 set of 30 iPads = £7710 2 sets = £15,420	Ongoing
2.5	£300 per department = £3600	Ongoing
<b>3. Wider Strategies</b>		
	<b>Cost</b>	<b>Duration</b>
3.1	£3000	2 years

3.2	£399	1 year
3.3	£145 for 8 students for 1 activity. £1,160 for 8 groups	1 year
3.4	£150 x 7 staff for mental health training £150 per day x 25 extra days Counselling (exact amount TBC) = £3750 £4200 = 7 days Ed Psych (exact amount TBC)	Completed by 11 <sup>th</sup> February 2021. Two day course.