



The Meadows

COVID-19 catch-up premium Review **August 2021**

The government announced £1 billion of funding to support children and young people to catch up lost time after school closure. This is especially important for the most vulnerable and disadvantaged backgrounds.

School allocations are calculated on a per pupil basis. Special schools will get £240 for each place for the 2020 to 2021 academic year.

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. Schools can use their funding in a way that suits their cohort and circumstances and they are expected to use this funding for specific activities which will help pupils catch up on missed education

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	60	Amount of catch-up premium received per pupil:	£240
Total catch-up premium budget:	£14400		

STRATEGY STATEMENT

Catch-up provision, including assessment of lost learning and targeted support, will be essential. It is unlikely that a single catch-up strategy will be sufficient to compensate for lost learning due to school closures. Sustained support will be needed to help disadvantaged pupils catch up.

Following best practice guidance we are employing a tiered planning model is employed to consider:

1. improving teaching
2. targeting academic support
3. wider strategies

Our catch up priorities are focused on:

- Sense of belonging and safety for pupils
- Reading and vocabulary development
- ICT access

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Reading skills
B	Revision and exam readiness

ADDITIONAL BARRIERS

External barriers:

C	All: loss of sense of self, identity and motivation within the school community
D	Routine and resilience
E	ICT access

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 lead	Review Notes
Whole school CPD: <ul style="list-style-type: none"> • Rosenshine • Assessment • Subject specific networks • Google Classroom • Nearpod 	Elements of effective teaching developed	<p>Evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils.</p> <p>High-quality assessment is essential to great teaching, helping teachers to understand what pupils have (or have not) learned.</p> <p>Having deep subject knowledge and a flexible understanding of the content being taught is clearly important.</p> <p>Areas such as effective remote teaching developed thereby ensuring effective remote curriculum provision should be effectively planned and pupils</p>	Staff feedback Learning visits Lesson observation Book scrutiny Online review Pupil Voice	SLT	All aspects delivered Delivery adapted to virtual due to Covid Rich discussion reduced through this medium. Evidence <ul style="list-style-type: none"> • Learning visits • Deep Dive discussion • Work scrutiny

		prepared should school closures occur.			Next steps review gaps and plan to fill and develop skills across the team
Disciplinary literacy	Improving literacy across the curriculum through an emphasis on the importance of subject specific support.	Secondary Literacy Evidence Review EEF 2019	Subject feedback evidencing impact.	AT	Positively received. Evidence <ul style="list-style-type: none"> ● Learning visits Next steps revisit as timetable changes
To develop staff understanding of teaching phonics and reading	Support pupils to develop fluent reading skills	Secondary Literacy Evidence Review EEF 2019 Improving literacy in KS2 EEF 2017	Learning visits	KB	TRT Pilot Intervention training completed and started with identified Year 9 and 10 pupils. Sessions impacted on by Covid and

					<p>school stresses connected with staffing.</p> <p>Next steps intervention timetable for Autumn 2021</p>
Total budgeted cost:					<p>SLA in place</p> <p>Additional cost TRT training £2500</p>
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	Review Notes
Engagement with National Tutoring Programme	Develop fluency in reading	1:1 tuition	Use known intervention supported by trained staff.	ST	Exploration with Vision. Requested Phonics intervention no identified staff.

					Next steps follow up Autumn
Exam readiness and revision sessions for Year 11	To work with students in classroom and targeted tutoring support – Maths English PE Art	1:1 tuition with identified students GCSEpod trial	Year 11 teachers to direct and support	SLT	GCSEpod training g sessions for staff. Decision not to buy in at this stage.
Total budgeted cost:					£6900 Diverted to TRT, ICT and Outdoor Learning Year 7
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	Review Notes
Communication with parents/ carers	Positive relationships with parents carers designed to support effective problem solving	Close effective communication will offer a safeguard for vulnerable pupils, support study routines and connection with remote learning.	Plan, seek feedback review and develop practices.	SLT	Ongoing Positive feedback however some parent / carers reporting

					<p>increasing anxiety.</p> <p>Review texting system. Considering changing from Faronics.</p>
<p>Group Activities connected with Outdoor Learning</p> <p>Tutor Groups</p> <p>Year 7</p> <p>Year 11</p>	<p>Pupils to engage with a high level of physical and emotional challenges and experience practical problem-solving, activities with opportunities to:</p> <ul style="list-style-type: none"> ● Connect with others ● Take responsibility ● Manage challenge ● Think and reflect 	<p>Overall, studies of adventure learning interventions consistently show positive benefits on academic learning.</p> <p>EEF 2018</p>	<p>External facilitator known to school so offering a connection in terms of working practices, safety and relationships with clearly commissioned remit.</p>	<p>SLT</p>	<p>Positive contribution to personal development and sense of belonging.</p> <p>Pupil voice</p> <p>Behavior data</p>

ICT equipment cost investigated: approx. laptop cost = £300 x 10 £3000	Set of laptops to be held in school to provide to students/staff in the event of self-isolation with no ICT tools in the home environment	Access to remote online learning	Review student use during event of self-isolation Monitor ability of students to continue working remotely Staff and student voice related to impact of technology when teaching and learning remotely	C Tate	Increased access for pupils given limited access to personal devices 78% no access
Total budgeted cost:				£7500 Increased £4400	

ADDITIONAL INFORMATION

The projections suggest that school closures will widen the attainment gap between disadvantaged children and their peers.

Pupils can learn through remote teaching. However, ensuring the elements of effective teaching are present is vital - clear explanations, scaffolding and feedback.

Engagement with remote learning has been challenging.

We are focusing on supporting:

- Access to technology
- Study routines supported through parent / carer problem solving

Parents / carers can support their children by encouraging them to set goals, plan, and manage their time, effort, and emotions.

This type of support can help children, in particular older children, to regulate their own learning and will often be more valuable than direct help with schoolwork.

