



# Catch up premium plan 2020-2021

## Project summary:

All schools have been allocated funding to plan for specific activities to support pupils in catching up with teaching they have missed during lockdowns. Schools are permitted to use this funding in a way which suits their cohort and circumstances in specific activities that are designed to help students catch up on missed education. The amount awarded to each school is available for the 2020-2021 academic year only and will not be added to schools' baselines in calculating future years' funding allocations. Schools are instructed to use the sum allocated to them as a single total though funding is calculated per pupil. The guidance states that: *'School leaders must be able to show that they are using the funding to resume teaching a normal curriculum as quickly as possible following partial or full school closure. Governors and Trustees should scrutinise schools' approaches to catch up from September 2020, including their plans for and use of catch-up funding. This should include consideration of whether schools are spending this funding in line with their catch-up priorities, and ensuring transparency for parents'* The EEF and Ofsted have recently published guidance in support of schools planning for 2021. This report refers to 'The EEF guide to supporting school planning: a tiered approach to 2021 ([www.educationendowmentfoundation.org.uk](http://www.educationendowmentfoundation.org.uk) Published: Dec 2020) and Ofsted's guidance entitled 'What's working well in remote education' ([www.gov.uk/whatsworkingwellineducation](http://www.gov.uk/whatsworkingwellineducation) Published 11th Jan 2021)

Report date	Project name	Prepared by
24 <sup>th</sup> January 2021 - present day	Swanmead Catch Up Premium Plan	Dr Jude Hattersley

## Identified Impact and Priorities:

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## Identified impact of Covid School Closure:

1. Increased gaps in Reading, Writing and Maths for students who were unable to engage fully with online learning during lockdown or demonstrated partial engagement.
2. Knowledge gaps evident in non-Core subjects and how this impacts the next academic Key stage.
3. The necessary prioritisation of core knowledge teaching and skills acquirement online is to the detriment of depth and breadth of subject knowledge
4. Social, Emotional and Mental health needs of children exacerbated by lockdown e.g., high stress levels, lack of socialisation with peers, parental stress and, in some cases, family breakdown (increase of safeguarding needs)
5. Disadvantaged pupils more highly affected

## Swanmead Curriculum Priorities in line with School Development Plans:

As a school, our whole school curriculum intent statement identifies the significance of 5 universal core values that are centred on our academic offer of Personal Development, Knowledge Base, Cultural Capital, Lifelong Learning and Enrichment. These priorities must be fundamental principles that guide our response to covering missed learning and curriculum gaps. Furthermore, the EEF has identified a tiered approach to catch up planning founded on evidence-based research. This is organised into three categories; Teaching, Targeted Academic Support and Wider Strategies. This plan will use our core values as guiding principles and structure our response based on the categories identified by the EEF. Ensuring student engagement with intervention and/or teaching online is paramount in our response to catching up and requires the engagement of parents within the process.

# Tiered Approach

Action (2020-2021)	Staff	Timescale	Costs	Success Criteria /Outcome
1. <u>Teaching</u>				
- Blended learning Strategies	All Staff	Sept-March	Subscribing to G Suite	*All staff will be confident in their ability to teach pupils who are learning online as well as those in the classroom using google classroom. COMPLETED
- Flexible grouping		Ongoing	Additional support staff contract time required	*Staff will be able to quickly diagnose those in need of targeted intervention and apply flexible grouping that will remain until the gap in knowledge is filled. Intervention principles of immediacy and relevance applied flexibly as needs arise. ONGOING
- Effective low-stakes diagnostic assessment		Ongoing	Webinars and training session required	*Staff will be adept at using low-stakes diagnostic assessment online and in school to monitor progress, swiftly identify intervention needs and feedback to students. ONGOING

- Supporting remote learning		Spring terms (Lockdown 0.3)	N/A	*Staff will be adept at using low-stakes diagnostic assessment online and in school to monitor progress, swiftly identify intervention needs and feedback to students. ONGOING
- Advance curriculum planning for 2021-22		Twilight session 11/5/21	N/A	All staff to focus designated time on identifying and planning for curriculum gaps in 2021-22, ensure covering f core knowledge, content, and skills. Focus on incoming year 4s and year current year 5, 6, 7 in detailed subject planning and creation of resources. Plan for subject related enrichment opportunities. ONGOING
<b>2. Targeted Academic Support</b>				
- Using autumn>spring data drop to identify key small groups	SW + all staff	Feb –March 20	n/a	*Since Lockdown 0.3 this had to be adapted to consider attendance of online lessons. Staff used assessments during online teaching. COMPLETED
- Year 6 and Year 7 intervention focus	BP + JO +MW	Sept 20 – Jan 21	Use of LSA and internal provision	* Release time for Staff and/or support staff to ensure core skills are understood. Focus on core subjects. ONGOING
- Ensuring access to technology for disadvantaged pupils	PD, MW	Spring terms	n/a	*DfE grant applied for and 33 laptops supplied to date. Drastic improvement in attendance of online learning that will be monitored (communication with students and parents) and reviewed. COMPLETED

- Focused academic tutoring over a short, sustained period	BP, JO, RT, LB, MA	2020-2021	£30 per hour rate (RT)  Staff hourly rate (LB)	*External tutors employed on a fixed term to cover this. Rob Treacher and Liz Baker worked with groups on Weds and Thurs in sessions in 2021-2021 to benefit students who will improve with targeted support focus on KS3 first then focused on KS2 and some identified KS3 continuation as deemed necessary (RT and LB/BP/MA) - RT continues to work with Y8 Maths groups. ONGOING
<b>3. <u>Wider Strategies</u></b>				
- Investment in technology	PD, MW, HI	Spring terms	Covered by Grant	*A thorough audit of provision and technology in school in each class room. Enables flexible small groupings and independent learning to take place in every subject. COMPLETED
- Parent contact / parent's evening software (school cloud)	SW, MW	Feb 2021	£ 548	*Using parent cloud enables virtual parent contact and reporting including parent's evenings and meetings. Parental understanding and engagement improved. COMPLETED – <b>RENEWAL in FEB 2021</b>
- Website publication of online curriculum/timetable	PD/SW	By 25/1/21 (DfE requirement)	n/a	*Transparency regarding our online curriculum offer and parent/student accountability. COMPLETED

- Summer school	PC, AW, RC, HK, JO, HI, GM	July 2021	Covered by Funding	*1-week summer school offered to ensure teaching coverage of basic skills and curriculum knowledge. Built in focused planning sessions. Determined key pupils to invite. Liaison with support staff for potential interest. COMPLETED
- SEMH / pastoral support (YOGA)	Paula Hall	2021 – ongoing	£50 per session	*Offering Yoga session via external provider Paula Hall (British Wheel of Yoga) to year 6 students for 5 sessions per class (Sessions with KS3 in summer term 2) COMPLETED  Y8 Autumn 2021 – ONGOING
- Swanfest Year 8 leavers festival	AW, RC, JH, HI	July 2021	£963.98	*Festival included hire of inflatables, birds of prey display, face-painting, pizzas, and ice creams- COMPLETED
<b>Action (2021-2022)</b>	<b>Staff</b>	<b>Timescale</b>	<b>Costs</b>	<b>Success Criteria /Outcome</b>
<u>All staff recommendations, requests and costs relating to the continued support of catch up in 2021-2022</u>				<u>These items will be taken under consideration, costed and funds allocated during this academic year</u>

- Speech and language programme	RC, RP, CW	Autumn term 1 – all year	£94.95 (Spellzone)  £195 (Primary and Secondary S&L progression Tools)	Spellzone targeted work with 8 pupils to cover gaps in attainment and ARE. Speech and Language progression tools used to diagnose students in need of in school and external support.
- Continued tuition support for improvement in Maths	BP, RT	Autumn terms	£30 Hourly Rate	Focus groups identified in year 8 Autumn T1 to work with RT
- Continued Yoga sessions	PH	Autum terms	£50 per session	Year 8 focus in Autumn term 1
- Magadalen Farm Coaches	RC	Oct 18 <sup>th</sup> -20 <sup>th</sup>	£300 per day (£900 total)	Coaches paid for to support enrichment activities for year 5 students.
- Visiting Author (Andrew Powell-Thomas)	RC	9 <sup>th</sup> & 10 <sup>th</sup> November	£200	Author visit to support students in Year 5 and year 6 in writing and vocabulary development related to Remembrance.
- Forest school Resources	GM	2021- ongoing	£125-150	Resources to support students identified as benefiting from forest school learning approach (Mixed year groups)

- Year 6 Arts Award	HI	2021-2022	£1536	All year 6 to be supported in the costs of completing an arts award portfolio (May include additional request for subsidies for a trip in March 2022 to see Lion King in Bristol – TBC)
- Year 7 trip to see Warhorse or similar stage production	JO, MA	2022 (spring / summer)	£ 1500 (estimated)	All year 7 to be offered the opportunity to see a stage production in London/Bristol
- Swimming lessons required to bring current year 5 /6 up to required national proficiency	HK	Spring 2022	AWAITING COSTING	Awaiting confirmation
- Parkour Day or club with West coast Parkour	JH, HK	Autumn 2021	AWAITING COSTING	Awaiting confirmation
- Field trips to Charmouth (geog, sci, hist)	MH, SSm, IT	Summer 2022	AWAITING COSTING	Awaiting confirmation
- Artist to do 3D construction workshop (Art, DT)	AR, PC	?	AWAITING COSTING	Awaiting confirmation

## Budget overview

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Allocation	Total received:	Spent	Allocated	notes
Autumn 2020  (c. £80 per pupil)	£5,600			Lockdown 0.3 put paid to several strategies and plans during Jan/Feb however these have been complete throughout the year or remain ongoing
Early 2021  (c. £46.47 per pupil)	£7,740			Money can be rolled over to 2021-22
Summer 2021  (£33.33 per pupil)	Total received £13, 340			All funds to be allocated provisionally by Nov 2021
<b>Totals:</b>	£13, 340 (total of government funding)  £24,710 was added to this cost centre with £7,035 withdrawn to be designated PP funding top up.  Current balance of cost centre = £31,209	£6,996.70	£4,575.95 (Amount allocated based on 2021-2022 staff proposals to date)	<b>(See cost centre ledger F330 COVID Catch Up Grant for full details of expenditure – including full amounts paid to LB, RT and PH)</b>  Total for amount spent to date and amount allocated to be spent is <u>£11,572.65 on 06/10/21 (this amount does not include future costs for RT and PH for yoga and tutoring)</u>

# CONCLUSIONS/RECOMMENDATIONS

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## Key issues for Senior Staff, HT, and Governors to consider:

Are we confident that we have identified a small number of implementation priorities that we think we will be able to change?

How many new routines and habits do teachers and others staff need to integrate into their work?

Have we appraised our capacity to make those changes, so that they are feasible and likely to be sustained by all staff?

Is there a clear and shared understanding of what is being implemented and how, e.g., targeted interventions and outcomes are communicated clearly to teachers?

What is our response to new challenges? (Relating to emerging catch up needs)

What aspects of remote learning provision will be integrated into school policies on attendance, feedback, teaching and learning?

How well do school practices currently align with best practice evidence on curriculum, catch up and remote learning?