

Summary information					
School	Ipsley CE RSA Academy				
Academic Year	2020-21	Total Catch-Up Premium	£50, 320	Number of pupils	631

### Guidance

Pupils 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.

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11.

As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.

Use of Funds	EEF Recommendations
<p>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 guidance on <a href="#">curriculum expectations for the next academic year</a>.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a <a href="#">coronavirus (COVID-19) support guide for schools</a> with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way.</p>	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> <li>➤ Supporting great teaching</li> <li>➤ Pupil assessment and feedback</li> <li>➤ Transition support</li> </ul> <p>Targeted approaches</p> <ul style="list-style-type: none"> <li>➤ One to one and small group tuition</li> <li>➤ Intervention programmes</li> <li>➤ Extended school time</li> </ul> <p>Wider strategies</p> <ul style="list-style-type: none"> <li>➤ Supporting parent and carers</li> <li>➤ Access to technology</li> <li>➤ Summer support</li> </ul>

## Identified impact of lockdown

<b>Maths</b>	<p>Specific curriculum content has been missed, leading to gaps in learning and stalled sequencing of journeys. Pupils still have an appetite for maths and lockdown has not affected their attitudes however they are, quite simply, 'behind', having lost a significant amount of learning around major maths topics, such as FDP and shape in KS2.</p> <p>Recall of basic skills has suffered – pupils are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in arithmetic assessments in both KS2 and KS3.</p>
<b>Writing</b>	<p>Pupils haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills with formative feedback as would happen during in school learning. SPaG specific knowledge has suffered, leading to lack of fluency in writing. This is variable from pupil to pupil but the main gaps to close are writing stamina and improving their motivation due to the lack of fluency in their ability to write.</p>
<b>Reading</b>	<p>30% of pupils in the school did not independently engage with reading during the period of lockdown, whilst others did a substantial amount of reading as for some families, that was more accessible than other work and required less teacher input. Pupils are less fluent in their reading and the gap between those pupils who read widely and those pupils who don't is now increasingly wide. Strategies to decode, retrieve and infer are noticeably weaker for many.</p>
<b>Non-core</b>	<p>There are now significant gaps in knowledge – whole units of work have not been taught meaning that pupils are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. Pupils have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments.</p>
<b>Personal development, behaviour and wellbeing</b>	<p>The majority of pupils have been happy to return to school but as the term has gone on, there has been an increase in pupils showing anxiety in a variety of ways, including a rise in incidents of self-harm. There has been an increase in poor behaviour amongst older pupils who have had to get used to school systems and rules again, as well as stringent risk assessment rules which have limited their freedoms in lessons and at social times. Bubble closures in each year group have added to anxiety among pupils and their families. Sensitive PSHE topics, which it was not appropriate to teach during lockdown, need to be caught up.</p>

**Planned expenditure** - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools)

**i. Teaching and whole-school strategies**

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting great teaching:</u> New Curriculum leads in KS2 plan highly effective schemes of work to ensure that knowledge and skills progression is in place and covers gaps from last year in foundation subjects. Significant reading opportunities are planned to take place regularly in each foundation subject to support closing the gaps in foundation subject knowledge and reading skills.</p> <p>Early and accurate identification of gaps to ensure these are addressed and closed quickly</p> <p>Pupils are able to access vital curriculum resources safely.</p> <p>High quality CPD based on current research can continue for staff even when it has to be virtual or continue when working from home.</p>	<p><b><i>Release time and additional cover to support planning of foundation subjects. (£900)</i></b></p> <p><b><i>NGRT and PASS survey to be bought and completed with all pupils. (£4285)</i></b></p> <p><b><i>Maths test books - additional resources bought to avoid sharing of resources in classrooms (£625)</i></b></p> <p><b><i>Purchase copies of Teaching Walkthrus by Tom Sherrington for all teachers (£310)</i></b></p>		<p>JBY</p> <p>SLT</p> <p>RBA</p> <p>TDA</p>	<p>March 21</p> <p>July 21</p> <p>Mar 21</p> <p>July 21</p>
<p><u>Teaching assessment and feedback</u></p> <p>High quality feedback given to pupils ensures that significant progress is made in lessons towards closing key gaps.</p>	<p><b><i>Purchase of visualisers to support high quality feedback opportunities in classes whilst under COVID -19 risk assessment (£750)</i></b></p>		TDA	Mar 21
<p><u>Transition support</u></p> <p>Pupils are confident in joining Ipsley as they have had chance to meet key staff and be given key information about the school.</p>	<p><b><i>Cover for AP KS2 to give remote assemblies and meet and greets for new pupils joining school. (£360)</i></b></p>		LFI	July 21
			<b>Total budgeted cost</b>	<b>£7230</b>

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>1-to-1 and small group tuition</u>  Identified pupils in Year 6 and Year 7 will have significantly increased rates of reading fluency and improved reading comprehension. They will be confident readers and dips in reading attainment will be negated. Pupils will become confident writers as a result of their increased reading with support to better understand how to frame and structure their writing  Identified pupils will have increased rates of progress in mathematical fluency with a particular focus on arithmetic to support progress in other areas	<b><i>Additional experienced teacher employed to lead on daily small group tuition across school and with 1-to-1 tuition. (£21300)</i></b>		ASA/JBY/ RBA	March & July 21
<u>Intervention programme</u>  High quality targeted intervention programmes coordinated and run by experienced teachers/leaders in maths and reading which ensure catch up for pupils in KS2 and KS3 identified as being behind their peers. Focus on PP pupils.	<b><i>1 x extra day per week of KS3 English lead (£11184)</i></b>  <b><i>1 x extra day per week of Closing the Gap coordinator (£5592 + £5592 from PP funding)</i></b>		ASA/RBA/ HCO	March 21
<u>Extended school time</u>  N/A			PGR	March 21
			<b>Total budgeted cost</b>	<b>£38076</b>

### iii. Wider Strategies

Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting parents and carers</u></p> <p>Pupils have access to relevant and up to date lessons if they are self-isolating to ensure they do not fall behind their peers. Home-learning opportunities will not always require parents to engage with the activities, affording the pupils greater independence and increasing the likelihood that parents can sustain home-learning.</p> <p>Face to face meetings to support parents with supporting pupils at home with closing the gap and to keep parents updated on their child's progress and attitudes to learning.</p>	<p><b>See Saw learning platform purchased to support remote learning. (£4996)</b></p> <p><b>Teams licenses for staff to allow for parents' evenings to take place regularly and to allow staff to share strategies and support with parents of targeted pupils (£620)</b></p>		MWL/ASA	Mar 21
<p><u>Access to technology</u></p> <p>Ensure all pupils have in school access to IT through safer deployment of technology to enable COVID bubble safe access to IT. Pupils can then access IT lessons and access online programmes and Apps (Accelerated Reader, My Maths, Maths watch, SPaG.com, PiXL unlock, PiXL times tables). Also allows pupils to be shown how to access remote learning and trouble shoot issues. Allows pupils to complete diagnostic tests and questionnaires.</p>	<p><b>Lap top trolley (£650)</b></p>		MWL	Mar 21
<p><u>Mental Health and Wellbeing Support</u></p> <p>Pupils mental health and wellbeing is well supported by non-teaching staff who have expertise in the area and can work with individuals and groups.</p>	<p><b>Mental Health and Wellbeing TA3 salary (increase from TA2 to support new role) (£1200)</b></p>		MWL	July 21
			<b>Total budgeted cost</b>	<b>£ 7466</b>
			<b>Cost paid through Covid Catch-Up</b>	<b>£52,772</b>