

Covid Catch-Up Premium Plan

Summary information					
School	Aspire Academy				
Academic Year	2020-21	Total Catch-Up Premium	£36,000	Number of students	150

Guidance

Students 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 student basis, providing each AP with a total of £240 for each student.

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 (DfE Guidance)	EEF Recommendations
<p>Schools should use this funding for specific activities to support their students to catch up for lost teaching over the previous months, in line with the guidance on curriculum expectations for the next academic year.</p> <p>Schools have the flexibility to spend their funding according to what is determined to be in the best interests for their cohort and circumstances.</p> <p>To support schools in making the best use of this funding, the Education Endowment Foundation (EEF) has published a coronavirus (COVID-19) support guide for schools 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>Teaching and whole school strategies</p> <ul style="list-style-type: none"> Supporting quality first teaching Student assessment and feedback Supporting remote learning <p>Targeted approaches</p> <ul style="list-style-type: none"> One to one and small group tuition Intervention programmes Planning for students with Special Educational Needs and Disabilities (SEND) <p>Wider strategies</p> <ul style="list-style-type: none"> Supporting students' social, emotional and behavioural needs Supporting parent and carers Access to technology

Identified impact of lockdown	
Maths	<p>Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Students may still have an appetite for maths and lockdown may not have affected their attitudes however they are quite simply, 'behind'.</p> <p>Recall of basic skills has suffered – students are not able to recall additional facts, times tables and have forgotten once taught calculation strategies. This is reflected in BKSB assessments.</p>
Writing	<p>Students haven't necessarily missed 'units' of learning in the same way as in Maths, however they have lost essential practising of writing skills and the development of building on those skills when writing for different audiences and purposes. Stamina for the writing of extended pieces is also a concern for some students. SPaG specific knowledge has suffered, leading to lack of fluency in writing. Those who have maintained writing throughout lockdown are less affected, however those who evidently didn't write much have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write.</p>

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Reading	Students were provided with access to reading materials during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input. However, students are less fluent in their reading and the gap between those that read widely and those who don't is now increasingly wide. Phonics screening.
Non-core	There are now significant gaps in content knowledge for a number of courses – whole units of work have not been taught meaning that students 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. Students have also missed out on the curriculum experiences e.g. trips, visitors and other enrichment opportunities.

Rationale:

Following the 2020 lockdown due to the COVID-19 pandemic, schools have received an additional amount of money to provide catch-up support for those students that require it. At Aspire, in order to utilise this additional funding in the most effective way, we have considered closely the research and advice put forward by the EEF and used timely assessments of student academic and personal development needs to inform our decisions. The table below outlines our intentional spend with a rationale accompanying each decision.

i. Teaching and whole-school strategies				
EEF recommended strategy	EEF Rationale	Specific implementation at Aspire Academy	Cost	Expected impact
Supporting great teaching	Expert teachers develop a broad array of teaching strategies that, combined with subject knowledge and knowledge of their students, positively impact upon learning	All subjects will be planned with increasing detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced. BKSBS enables a specific skills concern to be identified and developed.	Purchase of additional support resources and online CPD packages £2000	Knowledge gaps will be identified and planning adapted to address these. This will ensure that attainment across the Curriculum is maintained and students attain inline with National Expectations.
	Improving the quality of teaching—both the planning and implementation—is almost always supported by high-quality professional development.	Engage with CST Hope CPD and network support programme as well as external CPD support— increase the amount who can attend virtual sessions by facilitating more cover to be available PDR meeting to identify training needs of both teachers and support staff - CPD/areas for development are followed up and supported. Increased SIP visits to conduct Deep Dive approaches in each subject team area to agree areas of strength, development and concern to aid quality first teaching. Increased by 1 day to focus on the quality of remote education and teaching.	Cover for Individual Teachers where needed plus increased staff student ratio through cover where appropriate (10x£120) £1200 SIP days (including reporting) £400 per day.	A personalised approach to CPD will ensure quality first teaching for all students. All teaching will be at least good.

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<p>Teaching assessment and feedback</p>	<p>Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments.</p>	<p>Rebaselining of all students, in all subjects to identify gaps in learning. Baselining of all students in English and Maths using BKSBS to identify specific skills gaps.</p> <p>Review of SOW in line with findings of baselining data and syllabus amendments.</p> <p>Intervention assistant employed and reallocation of existing staff. Strategic and layered intervention approach planned and implemented.</p> <p>BKSBS intervention assistant employed.</p> <p>Assessment cycles to be revisited and calendared. Within the assessment cycle opportunities identified and review dates for intervention amendments made and calendared.</p> <p>Mastery questioning relaunched through CPD, marking and assessment policy reflects requirement to ensure feedback is student specific and relevant to individual pathways and current attainment.</p>	<p>Purchase of BKSBS license £1000</p> <p>CPD time allocated (no cost, within 1265).</p> <p>Intervention assistant £20,000</p> <p>0.5 Intervention assistant £10,000</p> <p>Release time for teachers and allocated meeting time (not cost, within 1265).</p> <p>CPD time allocated (no cost, within 1265).</p>	<p>Analyses assessments will identify gaps and inform both future planning and a strategic targeted intervention approach. This approach will support closing gaps. Data will evidence this.</p> <p>Ensuring effective, targeted feedback is given to students will enable them to identify areas for development and make improvements. Mastery questioning to support, consolidate or challenge as appropriate to ensure students are achieving at a targeted and individual level.</p>
<p>Supporting remote learning</p>	<p>Focusing on high-quality remote learning will always be valuable for students. Planning for a well implemented remote learning strategy can be effectively combined with revisiting homework policies and related approaches to fostering independent learning. EEF suggests that when implementing strategies to support students' remote learning, or supporting parents to do so, the key things to consider include: Teaching quality is more important than how lessons are delivered</p> <p>Ensuring access to technology is key, particularly for disadvantaged students</p> <p>Peer interactions can provide motivation and improve learning outcomes</p> <p>Supporting students to work independently can improve learning outcomes</p> <p>Different approaches to remote learning suit different tasks and types of content</p>	<p>Dedicated teacher non- class based will prepare personalised learning activities and share with parents in collaboration with the class teacher. Learning feedback will be shared regularly. Should there be multiple students in the same year groups isolating for individual reasons, live lessons will be delivered daily. Should a bubble close, live lessons will be delivered as per a 'typical' school day.</p> <p>Dedicated 'remote learning' teacher to attend CPD and disseminate across school, sharing good practice.</p> <p>Aspire will utilise the 'Google Champion' within the academy to enhance 'remote learning' for those individual teachers with limited experience. Supported by Primarytec.</p>	<p>1 x 1 day Autumn Term non contact £2700</p>	<p>By ensuring prompt and relevant remote learning is accessible, any gaps that students experience in their learning due to absence will be minimised and data will evidence that predicted targets end of year targets will be achieved.</p>

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ii. Targeted approaches				
EEF recommended strategy	EEF Rationale	Specific implementation at Aspire Academy	Cost	Expected impact
One to one and small group tuition	<p>High quality teaching is supported by, and inextricably bound to, targeted academic support. Good assessment will reveal that some students have lost learning, misunderstood content, or made gains in their knowledge, during the extended period of Covid-19 partial school closures. This may require targeted one to one or small group tuition to address gaps. There is extensive evidence supporting the impact of high-quality 1:1 and small group tuition as a catch-up strategy.'</p> <p>Providing additional out-of-class support after lessons can help to close gaps and/or deepen understanding. It may again be useful to look back at previous years' steps to support this</p>	<p>BKSB Maths – catch-up programme 1-1- Intervention Reading Comprehension – Reading Additional TA support 3 days to increase capacity for use of Reading interventions</p>	<p>BKSB cost already included</p> <p>TA cost already included</p>	<p>By increasing targeted time spent reading/supporting maths 1:1 , data analysis will indicate gaps in reading/maths progress will close.</p>
Intervention programmes	<p>Graduates deliver high quality interventions, which complement the work of the teacher and the classroom learning taking place, is a 'best bet' and could be a powerful way of mitigating any impacts of time away from school and see positive gains for students. We suggest schools should adopt one or two well-chosen, and well implemented, TA-led interventions, judiciously used to complement and extend class-based teaching and learning.</p> <p>In order to support students who have fallen behind the furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary.</p> <p>Sessions are often brief (15-45 mins), occur regularly (e.g. 3-5 times per week) and are maintained over a sustained period of time (e.g. 8-20 weeks). Staff receive extensive training from experienced trainers or teachers.</p>	<p>A targeted and layered intervention approach for both academic subjects and BKSB in place. Calendared reviews at assessment cycle points and within cycles to ensure the most effective use of resource and maximum impact.</p>	<p>BKSB cost already included</p> <p>TA cost already included</p> <p>BKSB licence already included</p>	<p>By providing maths and reading catch-up interventions for identified students in the afternoons, data analysis will indicate gaps in maths and reading to close and progress to accelerate.</p>

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<p>Planning for students with Special Educational Needs and Disabilities (SEND)</p>	<p>Creating a positive and supportive environment that promotes high standards and positive relationships can help ensure students can access the best possible teaching. Consistent routines are important for behaviour in school and this proactive approach to behaviour will support all students, including those with SEND.</p> <p>An important principle for teachers in managing behaviour is to get to know and understand each student, supporting them in the self-regulation of their behaviour. Self-regulated learners can see larger tasks as a series of smaller more manageable steps. students will need teachers, teaching assistants or tutors to scaffold self regulation to support them in organising equipment, their time and remembering routines.</p>	<p>Regular SEND Reviews ensures teachers are fully aware of students and their individual needs. Personalised plans and the systematic approach of the SENDCo ensures provision is implemented and needs met.</p> <p>Within both SEND Reviews and PPMs, students and their needs are discussed. Targets are identified and strategies/support put in place to ensure the delivery is both efficient and effective. The provision map evidenced students, their need, targets and the interventions/support planned. This document is then shared with all staff on a 'need to know basis.'</p> <p>The deployment of teaching assistants are reviewed regularly and redeployed on need. CPD to enhance effectiveness around literacy and numeracy. The deployment is reflective of the need/provision map.</p> <p>Any additional support given post universal support is by adults who are familiar to the students and to ensure consistency, programs/interventions are delivered by the same adult. This allows relationships to be built up and trust to be gained once more.</p> <p>Regular feedback from our Learning Support Team ensures teachers are kept well informed of progress of individuals and as a result impact is maximised within the classroom.</p>	<p>Additional hours KBr/SMC assessing and delivering Thrive £6800</p> <p>Cover to release SENDCo additional day to accommodate increased need £4680</p>	<p>By ensuring a personalised approach to interventions and support given to those students with complex needs, analysis will evidence PIP targets will be achieved.</p>
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iii. Wider approaches				
Supporting students' social, emotional and behavioural needs	<p>A large and often unrecognised part of teachers' work has always involved providing support for students' social, emotional and behavioural needs. Understandably, the impact of Covid-19 closures means many schools are revisiting their approach, to secure support in readiness for this new school year.</p> <p>As most students will change teachers in September, valuable transition information will need to be supplemented with a sustained focus on supporting and monitoring students' social, emotional and behavioural needs. Once more, meaningful and manageable assessment will be crucial.</p>	<p>Baselining to take place using ABALs for all students within 3 weeks of opening or admission (as appropriate).</p> <p>Areas for development, whole school, addressed through SOW amendments in PSHCE. Whole group approach for identified groups requires a curriculum amendment to include crucial skills. SPACE target moderation and refresher CPD to enable students to work to develop in key areas of weakness.</p> <p>3 Trained Thrive practitioners, 2 Thrive Support assistants and 2 play therapy leads have been developed to support emotional literacy.</p> <p>1 mental health nurse, 1 therapist employed to support mental health.</p> <p>All staff trained to level 2 in Mental Health Awareness and Counselling Skills.</p>	<p>3 x Thrive course £4200</p> <p>Thrive resources £300</p> <p>2 play therapist courses £600</p> <p>73 courses Mental Health Awareness (level 2) EU funded</p> <p>73 Counselling Skills (level 2) EU funded</p> <p>39 days Mental health nurse support £5850</p> <p>39 days Therapist £3900</p>	<p>Students will make good, or better than good, ABAL progress according to the relevant thresholds.</p> <p>Exclusions will not increase from historical data. Data analysis will indicate students generally behave in a manner which demonstrates improvement from baseline or from admission.</p> <p>Attendance in all attendance concern cohorts will improve.</p>
Access to technology	<p>'student's access to technology has been an important factor affecting whether they can learn at home. As students return to schools, technology could also be valuable; for example, by facilitating access to online tuition or support.'</p>	<p>The purchase of additional IT equipment. Equipping of remote delivery spaces within the academy.</p>	<p>Projector and sound connection cost to 2 spaces. £2000</p>	<p>By ensuring that students have access to quality content and practise at home, supplementing the learning they are doing in school, with challenges and tasks set by the teacher at their level, data analysis will indicate there is evidence of accelerated progress</p>

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<p>Supporting parents and carers</p>	<p>Parents have played a key role in supporting students to learn at home and it is essential that schools and families continue to work together as students return to school. Providing additional books and educational resources to families, with support and guidance, may also be helpful – for example, offering advice about effective strategies for reading with students.</p>	<p>Parents have the opportunity to discuss all class-based teachers to communicate concerns with Tutors. This communication can take place at the end of the day to meet their needs. Teachers will respond within their working day. Concerns logged and fed back through SLT</p> <p>In addition to offering student SEMH support, parents will also be offered support. Pastoral team will remain in close contact with vulnerable parents and offer any advice/signposting as/when needed.</p> <p>SLT/Pastoral team to attend training offered by 'Early Help Team' to support parents with heightened anxiety/emotional need. CPD to manage difficult/hard to reach parents also to be attended and good practice shared across the school</p> <p>We will ensure we invest in strong relationships with parents. This includes employing an Attendance Officer who maintains strong links between school and home. We will implement a differentiated approach to supporting students. We will create bespoke and targeted learning packs. We will ensure home learning is purposeful, achievable and well monitored by staff</p> <p>The purchase of additional sets of reading books to enable school to have a ready supply of books that can be used in school and also enough for parents to take home on a more regular basis, incorporating book 'quarantine' rules.</p> <p>The purchase of resources for those who choose not to access online resources. (Those who cannot access devices/internet will be supplied with Chromebook and Dongle)</p>	<p>Tutor Cover for 1 x PM £1600</p> <p>EWO increased hours to manage attendance £3600</p> <p>Printing/providing packs £500</p> <p>£300 x 3 'whole term bundle' – 15 copies of WRM to go home £900</p>	<p>By promoting a meaningful relationship between home and school, parents as partners will be encouraged. Parent questionnaires will indicate that parents will feel involved and more confident in being able to support their child's education.</p> <p>By ensuring that all students are able to access a wide range of reading books at both home and school simultaneously, and by providing parents with the resources to continue to practise reading at home, data will evidence accelerated improvement in the student's reading ability.</p>
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Total spending	£72,230
Total funding	£36,000
Schools main budget contribution	£36,230