

**Coronavirus (Covid-19) catch-up premium – Forwards Centre**

The government Covid-19 catch- up premium has been established to mitigate the effects of the unique disruption caused by coronavirus. The grant will only be available for the 2020-2021 academic year.

Schools should use this funding for specific activities to support pupils to catch up for lost teaching time over the previous months. To support schools to make the best use of the funding, the EEF has published a support guide:

<https://educationendowmentfoundation.org.uk/covid-19-resources/covid-19-support-guide-for-schools/#nav-covid-19-support-guide-for-schools1>

A summary of the best practice is a follows:

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| **Overall strategy area** | **Specific strategies** |
| T&L in maths, reading and writing  Planning to address each individual’s barriers to learning. | Detailed formative assessment.  Individualised objectives for maths, reading and writing  Individualised provision maps for each child to focus on barriers to learning.  Classroom support to allow learning to focus on each individual’s objectives.  Ongoing formative assessment used to track progress and plan next steps. |

As with all government funding, school leaders and governors must be able to account for how the money is being used. Therefore the impact and spending strategy for this catch-up premium will be reviewed at the LGB meetings throughout 2020-21. When Ofsted re-commence routine inspections, they will make judgements about the quality of education being provided which will include how we are using the funding and how the curriculum has a positive impact on all pupils.

**Coronavirus (covid-19) Catch-up premium strategy outline**

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| **Academy Name** | Forwards Centre |
| Head teacher | Christopher Fielding |
| Chair of Governors | Suzanne Harulow |
| Amount of Catch premium | £9600 (Autumn 20 - £2400) (Spring 21 - £3200) (Summer 21 - £4000) |

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| Strategy Area | Specific Strategy | Success Criteria | Evaluation | COST | Impact |
| Planning | Detailed formative assessment to identify each individual child’s gaps in learning in maths, reading and writing  Individual learning objectives planned for each child in maths, reading and writing.  Individual provision map objectives planned for each child recognising current non-academic barriers to learning | Each child has in place an individualised set of objectives for maths, reading and writing which inform their provision.  Each child has in place a individualised non-academic provision map detailing the objectives they need to work against to remove their barriers to learning | **Autumn 2020**  The first three weeks of the autumn term were used to settle the children back into the centre and where needed take individual children back through our formative baselining process for maths, reading and writing. This allowed each child to be have a detailed set of personalised objectives for them to work on across the remainder of the term.  Each child also had a detailed provision map with specific objectives linked to their individual barrier to learning  **Spring 2021**  Pupils continued to receive personalised objectives whether in the centre or being educated at home. The centre had over half the children attending full-time throughout the spring –term lockdown period.  Staff worked hard to make sure that all pupils made progress with their learning during lockdown and continued to maintain good levels of social and emotional development. This involved adjusting activities to meet the needs of individual pupils and their home circumstances. Where possible all pupils, whether at home or in school, followed the same basic topic but with adjustments made to suit particular circumstances.  **Summer 2021**  As with the previous two terms, every pupil received personalised targets for maths and English which reflect their next steps in learning. | Autumn 2020 - £2400  Spring 2021- £3200  Summer 2021 - 4000 | **Autumn 2020**  All the pupils settled back into the centre successfully and the majority made the progress we expected of them against their personalised objectives across the autumn term.  **Spring 2021**  Case studies were used to review progress across the spring term for three typical Forwards Centre pupils. These show clearly the impact of close tracking of pupil engagement in keeping pupils on track and motivated. All three case studies had positive and successful outcomes for the pupils concerned.  Settling pupils back into the centre at the end of the spring lockdown was quick and children were keen to return. |
| Targeted classroom support | Individual and very small group (e.g. in pairs) work provided daily to work on each child’s academic and non-academic objectives. | Each child has the classroom adult support they need to make progress against their individual objectives | **Autumn 2020**  The staffing in each class was sufficient to allow a personalised approach to T&L in order that each child could work on their individual objectives.  **Spring 2021**  A robust system for monitoring pupil engagement in home learning has been used successfully. By rag rating each pupil’s engagement with school for academic learning and SEMH, the centre was able to make timely interventions, including bringing those pupils who were not engaging in learning at all, back into school.  **Summer 2021**  All pupils are currently receiving personalised support with their individual learning targets in maths and English. This is daily and ongoing. |
| Assessment | Ongoing formative assessment used to track each child’s progress against their individualised objectives. | There is a robust evidence base showing that children have made good progress against their individualised objectives. | **Autumn 2020**  Each child’s progress against their objectives was assessed and tracked in a robust, formative way and used to move forward into the spring term.  **Spring 2021**  Each child’s engagement with remote learning was tracked and their progress against their objectives.  The use of CPOMs enabled better communication with families and pupils as well as quickly alerting the school to any problems.  Throughout lockdown the school ensured that ‘eyes’ were on all pupils and their families so that no-one was missed. Where there had been little or no contact, a home visit was made.  **Summer 2021**  Ongoing formative assessment is used to track the progress of each child against their individual targets for maths and English. This informs weekly planning to ensure that planning is targeted for each child. |  |

**Total Spend £9600**

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| Additional comments/evaluations:  We have based our decisions on where to direct the Covid Premium funding on the following:  This approach to re-engaging pupils with academic learning and working on each child’s barriers to learning is well established at the Forwards Centre. The Covid catchup premium has contributed to us maintaining the level of staffing that is needed to carry out this work. |