



COVID-19 catch-up premium report



COVID-19 catch-up premium spending: summary for Kirkburton Middle School

SUMMARY INFORMATION			
Total number of pupils:	510	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£40,800		

STRATEGY STATEMENT

The school has worked closely with colleagues from across The Mast Academy Trust to develop a systematic approach to reconnecting pupils to school taking close account of their mental health and emotional well-being; their experiences during school' closures and any gaps they may have in key skills and knowledge. Consequently, the school has developed a plan which focuses on the 3 Rs: Reset; Recover; Rebuild. The following assessment of need has taken place:

- Well-being survey sent to families
- Baseline assessment specifically around reading, writing and mathematics.
- Baseline assessment across the broader curriculum
- GL assessment in English and Maths for all Key Stage 2 and 3 pupils
- All pupils completed the [ImpactEd Covid 19](#) diagnostic assessment during autumn term

The Catch up Priorities are to:

- Establish a culture of safety and trust which ensures high attendance for all groups
- Ensure pupils develop strategies for managing anxiety or mental health concerns
- Expect the highest standards of behaviour and provide support for those who need it.
- Create debate and discuss opportunities for pupils to explore topical issues in the news such as BLM and Covid 19
- Create opportunities to strengthen writing including stamina for writing.
- Ensure a strong culture of reading is embedded – that ALL children read regularly.
- Provide robust 'catch up' to those who have fallen behind in early reading and/or inference and comprehension skills
- Ensure pupils regain any lost fluency in Maths
- Ensure pupils have opportunities to recap mathematical problem solving and reasoning skills.

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Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Stamina for writing and grammatical control
B	Fluency in reading for early readers and inference and critical analysis skills for fluent readers
C	Fluency in Mathematics and confidence in reasoning and problem solving (Year 6)
D	Dysregulated behaviours caused by time outside of school
E	Limited access to outside provisions during lockdown e.g. autism outreach

ADDITIONAL BARRIERS

- Stability in staffing due to absence related to Covid 19
- Appropriate and safe 'space' for additional sessions
- A lack of structure has led to lower concentration levels for some pupils
- Missed schooling due to self-isolation periods
- Strict bubbles means pupils are sometimes isolated from friends

External barriers: (issues which require action outside school such as home learning environment and low attendance)

- Anxiety around the pandemic and safety in school could lead to low attendance.
- Availability of technology/equipment for some families

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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	When will you review this?
Ensure all teachers are trained to teach remotely in the case of absence	Stability in teaching increases continuity and supports strong progress	Combine professional knowledge with robust evidence about approaches that are known to be effective. <ul style="list-style-type: none"> • DfE's catch-up premium guidance 	Training Trust wide 4 th September – accessible video for staff to recap	CTy,	October 20
<ul style="list-style-type: none"> • CPD focus for autumn term. • All staff trained in delivering effective live lessons. • Live lesson rubric produced based around Rosenshine Principles. • Blended approach to lessons during autumn term i.e. class lessons streamed to those isolating • Where staff isolating but well, they taught their classes from home • Full timetable of live lessons delivered during Spring 2021 lockdown. • Feedback from parents and pupils very positive in relation to live lessons. 					

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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	When will you review this?
Ensure supportive transition arrangements for pupils new to school	All pupils will feel positive about returning to school and school is informed of potential barriers	Combine professional knowledge with robust evidence about approaches that are known to be effective. EEF's COVID-19 support guide for schools (Pg 4)	<ul style="list-style-type: none"> - Create on line videos/resources to introduce the school to new pupils - Contact with transitioning families prior to Summer - Invite 'vulnerable children' for face to face transition - Set up 'Meet the tutor/teacher' evenings in Oct/Nov - Transition information shared with all relevant staff so children are known well. 	IP, AM	October half term 2020
<ul style="list-style-type: none"> • All actions above implemented. • All pupils have settled in very well. • Positive feedback from year 6 parents in annual parent survey <ul style="list-style-type: none"> - My child has settled well at KMS – 68% strongly agree, 26% agree - The school has managed the transition process well - 63% strongly agree, 32% agree 					

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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	When will you review this?
Ensure training and induction for all staff on 'new ways of working' including around curriculum and assessment	Staff are more likely to perform well when they feel well-informed. This also leads to greater consistency and preparedness.	Combine professional knowledge with robust evidence about approaches that are known to be effective. EEF's COVID-19 support guide for schools (Pg 4)	<ul style="list-style-type: none"> - Additional training day on 7th September on effective Teaching, Learning and Assessment in a Covid 19 world. - Weekly staff CPD builds upon this 	SLT	October half term 2020
<ul style="list-style-type: none"> • September Training day focus on curriculum catch-up and 'effective teaching and learning in the Covid classroom' • All long term plans adjusted to support curriculum catch-up and that the most important knowledge and skills in each subject are prioritised • Training on alternative approaches to assessment delivered e.g. using Google or Office forms, Team rubrics • Curriculum catch-up a standing item on department meeting agendas and SLT line manager agendas • Autumn term CPD and teach meets focused on effective teaching, learning and assessment under Covid restrictions 					
Put in place support plans/RA for staff who require additional support			<ul style="list-style-type: none"> - Self-assessment of Risk sent out to all staff prior to Summer - RA in place for all staff prior to 7th Sept. - Early career staff and those who may require additional support identified and plans put in place 	SLT	Sept 31 st 2020
<ul style="list-style-type: none"> • Regular review of risk assessments throughout the year. Updated depending on local context at that moment in time. 					

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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	When will you review this?
Whole school diagnostic assessment is used to identify 'gaps' and adjust the curriculum.	Teachers have an accurate understanding of pupil needs and are able to ensure wave 1 teaching meets need.	Combine professional knowledge with robust evidence about approaches that are known to be effective. EEF's COVID-19 support guide for schools (Pg 4)	<ul style="list-style-type: none"> - Provide training for staff on 'safe assessment' and AFL in the current climate. - GL assessments are used for KS2 and 3 pupils. - Salford reading assessments - Soft assessments (AFL) against ARE in core areas are conducted - Staff adjust curriculum plans to provide 'catch up' and recap opportunities for all pupils 	SLT	November 2020
<ul style="list-style-type: none"> • Training on alternative approaches to assessment delivered e.g. using Google or Office forms, Team rubrics, use of mini whiteboards in class • GL assessments used to identify gaps for all pupils and curricula adjusted accordingly • Reading assessments completed for all pupils • Information shared with class teachers to support planning for quality first teaching • Reading & literacy interventions established or pupils in need of further support. • Curriculum plans regularly revisited throughout the year in order to ensure the most important knowledge and skills are prioritised. • T & L non-negotiables ensure every lesson starts with a retrieval focus in order to ensure knowledge is retained in the long term memory. 					

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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	When will you review this?
Tablets – remote learning	To ensure all pupils have immediate access to the remote learning in case of self-isolation	Survey carried out before the summer holiday identified the pupils that did not have their own device at home and would therefore be unable to access the remote learning and follow their school timetable	<ul style="list-style-type: none"> - ICT Manager to source best value equipment - ICT manager to set up equipment - HLTAs to contact families self-isolating and deliver equipment where necessary 	JW, VJ	September 2020
<ul style="list-style-type: none"> • Tablets purchased and used to support isolating pupils during autumn term and those at home during spring lockdown 					
Additional GL assessments for all year groups	To identify gaps in learning and generate group targets that can be addressed through a bespoke programme of work.	To ensure that lost learning is caught up as quickly as possible	<ul style="list-style-type: none"> - Order assessments - Collate and send for marking - Analyse data on return - Generate group targets - Write bespoke 'catch-up' programme of work - Share programme of work with parents and pupils on school website 	CT, DM, JO, DS	September 2020
<ul style="list-style-type: none"> • All year groups have completed entry (start of year) and exit (end of year) tests • Information from entry tests used to ensure curriculum plans adjusted to address identified gaps and to identify pupils in need of bespoke intervention or support • Exit tests used to identify progress made by pupils this year and to support planning for September in order to ensure ongoing focus on closing gaps in knowledge and understanding 					

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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	When will you review this?
Introduction of Rosenshine's principles of instruction	Lessons structure and approaches ensures knowledge is retained and pupils make accelerated progress through the curriculum	Great teaching is the most important lever schools have to improve outcomes for their pupils. This is a proven approach. EEF's COVID-19 support guide for schools (Pg 4)	<ul style="list-style-type: none"> - T & L leads to attend CPD - Key T & L focus for the year - CPD sessions - Usual quality assurance procedures 	SKe	Autumn / Spring 2020
<ul style="list-style-type: none"> • KMS teaching and learning non-negotiables introduced based around Rosenshine's principles of direct instruction • CPD and INSET time spent looking at how to use direct instruction to effectively implement curriculum intent 					
				Total budgeted cost:	£9000

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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	When will you review this?
<p>Create targeted support for early readers to 'catch them up' to ARE for reading identified through GL</p> <p>Targeted support with English skills</p>	<p>Early readers in KS2, 3 meet ARE by the end of year</p>	<p>Pupils need to be able to read with fluency to access the wider curriculum and therefore it must be a priority.</p> <p>Small group intervention is proven to have an impact.</p> <p>EEF's COVID-19 support guide for schools (Pg 5)</p>	<p>-Pupils identified by RDo and JO using Salford reading data and GL data, RDO designates ETAs to work with 3-4 pupils.</p> <p>-Ensure that this group of pupils are accessing Accelerated Reader</p> <p>Progress with AR is monitored by the form teacher and ETA team, overseen by RDo, LS and JO</p>	<p>RDo, SKe, LS</p> <p>ETAs supporting pupils</p>	<p>Half-termly</p>
<ul style="list-style-type: none"> • Menu of support in place for pupils who need additional support with their reading <ul style="list-style-type: none"> - Fresh start – Phonics programme for those pupils with a reading age below 9. This programme is delivered by HLTA and was delivered remotely during lockdown. - Lexia – Online programme for pupils with a reading age above 9 but less than 10. These pupils have gaps in their phonics knowledge. Pupils continued to access Lexia at home during lockdown. - Accelerated reader - Breakfast club and small group sessions used to support those pupils with a high reading age but low GL test score. These pupils can successfully decode words however they need to develop their understanding of text. There are regular opportunities built in to the school week to hear these pupils read. 					

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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	When will you review this?
<p>Identify targeted support for Year 6 children who are at risk of underachieving or a cause for concern and not yet at expected level. Below 100 at and around a standardised score of 95.</p>	<p>To build stamina and pace in oral/mental maths including number bonds and times tables. To reinforce and consolidate formal methods of working for the four operations.</p>	<p>These children are not reaching the expected standard because they still haven't acquired the basic mental maths skills to enable them to work at a decent pace. Eg identify number bonds in calculations and/or use times tables knowledge using the formal method for multiplication.</p>	<p>Pupils to have additional support in addition to the lesson not instead of during January to March lockdown. The children should be working on number bonds, times tables and the four operations where they will have the opportunity to apply this learning too to ensure secure understanding. These pupils should be drawn to the teachers attention and where possible additional emphasis on these skills in class for these pupils to be a priority. Staff providing additional lessons should use the calculation policy and therefore the agreed methods of working. Support staff should provide variety of tools to teach the skills but ensure the children have experience applying the skills to SATS style questions.</p>	<p>DS AT and JS to deliver additional support</p>	<p>Half-termly</p>

- Two HLTAs attached to the maths department and deployed according to need
- Some pupils supported with Numicon interventions – these continued remotely during lockdown
- Lessons structured to allow lots of opportunities for fluency practice
- Retrieval Activities have been used to revisit topics that were done earlier in the year and identified from formal testing as a weakness
- SATs questions added to Smart Notebook resources so pupils are aware of styles of question
- Teachers are aware of pupils who are WT and regularly check on them in lessons through targeted questioning and formative assessment.

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	When will you review this?
To identify children working well below their expected level in maths and access an intervention that will give them the skills to succeed with basic every day maths tasks and/or create an opportunity to access GCSE foundation maths in the future.	Numicon - A multi-sensory way to teach a variety of math skills. Can meet a number of needs. Can be run in a group session 3 x week at least Power of two - a highly structured one to one maths coaching system. Deliver for 10 mins daily	Children working below a standardized score of 94	Support staff to deliver targeted support as part of maths lessons and in addition to where needed. Support staff to deliver Power of two before school for target pupils.	RD	Half-termly
<ul style="list-style-type: none"> • Interventions in place from October following GL assessment results • Interrupted due to Covid outbreak and lockdown 2 • Remote Numicon sessions during lockdown 2 for the very weakest pupils • Primary Mymaths used with small groups to work on basics. One to one and online during lockdown. 					
				Total budgeted cost:	£30,000

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Other approaches					
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	When will you review this?
Ensure pastoral/well-being support to families who are anxious about the return to school	Attendance at school for all pupils is high and in line with NA for 2019	Extensive research indicates that strong attendance is directly correlated to good outcomes.	<ul style="list-style-type: none"> - Vulnerable families are identified early and contact is made prior to the Summer - RA are offered to families who feel vulnerable - Referrals are made to relevant internal/external support which may be appropriate - Reconnect curriculum supports children with well-being and mental health/emotional well-being. - All pupils to complete ImpactEd Covid 19 assessment in order to ensure support offered is evidence based 	GS, AM	October half term
<ul style="list-style-type: none"> • Weekly contact with vulnerable families during lockdown one continued in the autumn term – the school knows its families well. • Home visits completed for some vulnerable families where there were concerns about the full return to school. • School engaged with relevant agencies where needed e.g. education safeguarding, school nursing service, CAMHs, CHEWs • All pupils completed ImpactEd diagnostic on the return to school. In school wellbeing support directed according to need based on the findings. • Wellbeing Wednesday introduced to class time calendar. • Joint approaches to support vulnerable families with feeder First Schools and High School • Additional wellbeing / mental health support through RPSE curriculum, assemblies, therapy dog sessions. 					

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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	When will you review this?
Identify gaps in technological access and ensure access should pupils be required to self-isolate.	All pupils can access high quality teaching and learning when not in school	<p>Research indicates that DA pupils are most likely to not be able to access on line learning due to a lack of access to resource thus there is a risk of the gap widening.</p> <p>Remote learning is highly dependent on ICT access</p>	<ul style="list-style-type: none"> - Invest in tablets for remote access - Apply for laptops through the Government scheme - Create a survey to evaluate need and plan resource accordingly - Create an 'activation' system for when pupils are isolating. - Create a 'Continuity' plan in case of staff absence; pupil absence; partial closure; full closure 	AM, VJ	October 22 nd 2020
<ul style="list-style-type: none"> • Laptops secured through DfE scheme • Systems in place to ensure pupils have access to technology in the event of a lockdown / isolation period • Parents very appreciative of the support 					
Total budgeted cost:					£1800

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Appendix 1 – Emerging issues following 2nd lockdown

It is becoming very apparent that, for some pupils, there has been a delay between their experience of lockdown and the associated impact. A number of pupils are now beginning to present with a variety of issues caused by extended periods away from school, both behavioural and also a variety of mental health concerns e.g. anxiety, self-harm. To address these issues the following actions have been taken in the short term. This has been compounded by the difficulties in engaging some outside agencies e.g. autism outreach refused to come into school during lockdown 2 despite our repeated requests for urgent support.

Re-engage alternative curriculum

Issue - The behaviour of four boys in year 7 has deteriorated rapidly in recent weeks, they regularly coming dysregulated and as a result are struggling to access the curriculum in some areas.

Actions - An alternative curriculum group has been set up for the final four weeks of term in order to:

- Provide intensive support to reset behaviours ready for the autumn term
- Provide ease of access to pastoral support and outside agency support
- Help pupils develop their self-confidence, self-belief and resilience in order to deal with the challenges of the pandemic
- Ensure pupils are well set up to cope with the demands of the six weeks holidays

Impact – Too early to say yet but pupils are engaged with the programme and attending every day. Parents are very supportive and appreciative of the programme. The year 7 area and classes are calmer as a result of the pupils absence.

SEND pupils recap opportunities

Issue – Work scrutiny and lesson drop-ins revealed that some SEND pupils were displaying vulnerabilities in their learning. Their levels of understating of the taught content is not as secure as their peers.

Actions – SIP and other support staff to work with teachers and pupils in order to ensure they have a good understanding of the most important knowledge and skills in each subject in order to support progression into the next academic year. 1:1 and small group sessions are being used to achieve this.

Impact – Regular low stakes testing and retrieval demonstrates that key knowledge is being retained in the long term memory. Pupils are more confident about their understanding of the taught content, particularly that which was delivered remotely during lockdown 2.

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TT rock stars competition and rewards

Issue – Many pupils have experienced a drop in their maths fluency as a result of time away from school.

Actions – Key focus on fluency in lessons. Advice shared with parents via the parent bulletin as to how they can support their child to develop and improve their levels of mathematical fluency. Regular online competitions and home learning set to support this work e.g. Times Table Rock Stars, MyMaths. Regular opportunities to celebrate pupil success have been built into school life.

Impact – Steady improvement evident as the year progressed for most pupils as highlighted by within school data.

2021 – 2022

Full plans for September are currently being finalised, once we have a clear idea of the funding available to the school. The following support will be in place regardless of funding. As always, there will be a particular focus on the pupils with SEND needs and those pupils with the very lowest prior attainment on entry.

National tutoring programme - The school has enrolled to join the national tutoring programme for 21.22 and this will mainly focus on supporting pupils to make rapid progress within maths in order to catch-up with their peers.

Whole school reading strategies – To continue as this year with a variety of approaches depending on pupil need. The very weakest readers will continue to be heard reading every day.

- Support for struggling readers – Fresh start phonics, Lexia, daily reading and accelerated reader. Key focus on developing fluency – accuracy, automaticity, prosody. All staff to be trained in phonics during autumn term 2021.
- Reading independently and for pleasure – Reading weeks, class time reading, reading lessons, fortnightly book recommendations and reviews, book club. Teachers to prioritise the importance of reading whole texts.
- Reading in subjects – Reading curriculum developed which sets out the reading quantity and types expected in each subject. CPD calendar to provide opportunities for teachers to develop their work in this area. 'Book of knowledge' to be introduced to class time timetable.

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