



COVID-19 catch-up premium report

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

SUMMARY INFORMATION			
Total number of pupils:	587	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£46,960 - installments		

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

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.
- Prove 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)

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

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	NH NR	October 20
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. <ul style="list-style-type: none"> • 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. 	JT JM	October half term 2020

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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)	- Staff CPD and training calendar, planned termly dependent on need following assessment and questionnaire analysis	SLT	October half term 2020
Put in place support plans/RA for staff who require additional support			- Self-assessment of Risk sent out to all staff prior to Summer - RA in place for all staff prior to 7 th Sept. - Early career staff and those who may require additional support identified and plans put in place	GS	Sept 31 st 2020
Who 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)	- Provide training for staff on 'safe assessment' and AFL in the current climate. - GL assessments are used for KS2 and 3 pupils. - Phonics/early 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

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Reduce class sizes to create an additional group in each year 24 classes instead of 21	Teacher time is more focused on a 'per pupil' ratio. Less able pupils and/or those most affected are in small groups	Historical EEF research indicates that classes below 16 has an impact on progress – alongside high quality wave 1 teaching particularly for DA pupils.	<ul style="list-style-type: none"> - Identify pupils most at risk of learning gaps and create new classes - Timetable classes ensuring vulnerable pupils are exposed to high quality T and L 	SLT	Sept 2020 Extra support staff £10000 +
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 - HLTA to contact families self-isolating and deliver equipment where necessary 	JA RJ	£999
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 	AL JM NR NH	£2792
Total budgeted cost:					£3,791
Targeted support					

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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?
Create targeted support for early readers to 'catch them up' to ARE for reading.	Pupils reach ARE in phonics Early readers in KS2, 3 meet ARE by the end of year	Pupils need to be able to read with fluency to access the wider curriculum and therefore it must be a priority. Small group intervention is proven to have an impact. EEF's COVID-19 support guide for schools (Pg 5)	2 X HLTA's fresh start to reading trained.	HLTA's Overseen by SLT	Half termly
Create targeted support/small group interventions for writing including handwriting	Pupils requiring additional support are given regular opportunities to practice writing skills Pupils build stamina in writing Pupils 'retrain' in pencil control and handwriting.	Pupils will have engaged in remote learning since March and many will not have written regularly particularly at length. ICT equipment provides grammatical automatic correcting which may have led to a regression in writing skills both mechanically; grammatically and stylistically.	RJ – weekly check-ins, immediate monitoring of absence from day 1. Core curriculum check ins/resources and deliveries.	SLT RJ	Half -termly
Create a school wide systematic approach to reconnecting writing and reading.	All Pupils are given regular opportunities to write All Pupils build stamina in writing All Pupils 'retrain' in pencil control and handwriting.	Pupils will have engaged in remote learning since March and many will not have written regularly particularly at length after using ICT devices.	Monitoring of pupil books Lesson Drop ins Weekly targets displayed in classrooms Subject Leader Action Plans to include Reading, Writing and Maths across the curriculum	SLT	Half termly
				Total budgeted cost:	£34,500

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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. 	GS JT	October half term
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 	RJ	October 22 nd 2020

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Total budgeted cost:	48,291
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