

The Acorns School COVID-19 Catch Up Funding Report 2020/21

What is catch up funding for?

The government is providing schools with £650 million of catch up premium funding for the 2020/21 academic year to ensure that schools have the support they need to help all pupils make up for missed learning.

Autumn 2020

Early 2021 - £10500 received

Summer 2021 term £7500 received

Schools should use this funding for specific activities to catch up for lost teaching over the previous months.

Funding available for the Acorns School is £240 per pupil.

The Education Endowment Fund (EEF) advises the following support strategies:-

Teaching

Targeted academic support

Wider strategies

<u>Summary Information</u>	
Total number of pupils 75	Amount of catch-up premium per pupil £240
Total catch-up premium budget: 75*£240=£18000	Allocation for 2020/21 financial year: £18000 Remainder of allocation carried forward to 2021/22 financial year: £7500
<u>Strategy Statement The Acorns School</u>	
<p>Identified impact of lockdown learning for some Acorns pupils</p> <ul style="list-style-type: none"> • The majority of Acorns pupils reside in the bottom 2% of wards in the country for deprivation. • The rate of free school meals averages around 70%. • 75% of pupils are disadvantaged. • 66% are on the continuum of need with 17% currently on level 4 or are looked after. • In lockdown 1 and 2 many pupils were unable to access virtual learning because they did not have a suitable device. Year 11 pupils were trying to access online GCSE lessons on their phones. • Many of our pupils are of low cognitive ability (45%) and 13 pupils have EHCPs. Many of these pupils found it difficult to engage with home learning. • 24 Places were offered in school during lockdown 3 to pupils with an EHCP or high social needs, of these 17 accepted. A further 11 Year 11s were offered places in school, of these 6 accepted. • New pupils referred for admission after lockdown are increasingly complex and many have missed significant periods of school since the first lockdown. A number of KS3 pupils will require intervention with an Educational Psychologist as the first steps towards applying for an EHCP. 	

Teaching			
<p>High-quality teaching for all Effective diagnostic assessment Supporting remote learning Focusing on professional development</p>			
Aims of strategy			
<p>The provision of high quality teaching and support is at the heart of improving student outcomes. Therefore a priority for Acorns has been to ensure that all learners receive appropriate specialist academic and personal support. The development of a high quality virtual platform for lessons meant that teaching could continue online with live lessons and an academic timetable during lockdowns.</p> <p>The focus on personal development for staff in 2020 was aimed at skilling teachers and TAs up very quickly to move onto a virtual learning platform. In 2021 the focus will move to CPD via the National College, so that CPD can be highly individualised according to the needs of each member of staff.</p>			
<u>Action</u>	<u>Impact</u>	<u>Lead</u>	<u>Cost £</u>
Development of virtual learning platform (Microsoft 365 Teams)	An academic timetable which mirrors the timetable in school has been used to support remote learning. Pupils have been able to access live, online lessons during lockdowns.	S Heaton	0
CPD to deliver remote learning	Staff CPD in 2020 was focused on skilling staff up to deliver and support live lessons on a virtual platform.	S Heaton	0

National College 3 year membership	<p>Annual membership for all staff, access to high quality CPD via webinars.</p> <p>Topics include: Mental Health, Safeguarding, PSHE, Ofsted, Teaching, SEND, Leadership and Research</p> <p>All staff have been allocated an hour a week on their timetables so that they are able to access these resources.</p>	J Hodson/H Cutts	2388.00
Total			2388.00

Targeted academic support

High-quality one to one and small group tuition
Teaching assistants and targeted support
Planning for pupils with Special Educational Needs and Disabilities (SEND)

Aims of strategy

A highly personalised approach to working with each student has been strengthened, capitalising on strong working relationships between teacher-pupil-keyworker. We have created blended learning experiences for students when needed. Students work in small groups or have bespoke 1:1 sessions with teachers and teaching assistants. These can be online or in school as we have ensured that all pupils have either physical or remote access to our site.

There are 13 pupils currently with EHCPs and nearly half of pupils have low cognitive ability. The EEF found strong evidence that explicit instruction, scaffolding, flexible grouping and cognitive and metacognitive strategies are key components of high-quality teaching and learning for pupils with SEND. We are focusing on re-engaging our learners through a 'back to basics' programme using meta cognitive strategies, giving specific verbal feedback during small group/ 1-1 teaching in lessons and supporting the development of reading skills. This is to ensure that each pupil is able to access all learning opportunities. The timetable ensures that there is time to develop high quality on-line resources effectively supporting the blended curriculum.

In Maths there was a high level of pupil involvement online in KS4 with little loss of learning identified during lockdown. In KS3 individual gaps have been identified and individual targeted intervention has been put in place, using White Rose Maths.

In English there was less engagement on line in KS3, particularly with lower ability learners. New pupil admissions in KS3 have missed significant amounts of schooling over lockdowns and will require enhanced teaching to help them to catch up. This is reflected in the planned use of catch up funding.

Action	Impact	Lead	Cost £
Rapid PlusALDS 3 Year Subscription	To be used with Cedar KS3 Nurture group from	S Evans	977.39

	September 2021 to support reading and comprehension through the in-class PCs. Can also be used to support other students at KS3 who are identified as having a 'low' reading age (between 6.6 and 9.6) as part of a coordinated intervention program. The program can also be used on iPads or laptops.		
Skills for Writing Active Learn Digital Service Subscription	To be used by all Key Stage 3 students as an integrated part of the curriculum for 2021-2022 academic year. Will support Teaching and Learning of 'low' ability students at Key Stage 4 as strategies can be embedded across the English curriculum and across key stages.	S Evans	486.59
Total			1463.98

Wider strategies

Supporting pupils' social, emotional and behavioural needs.
Planning carefully for adopting a Social and Emotional Learning curriculum
Meeting the needs of a more complex cohort of pupils post lockdown

Aims of strategy

All of our students have barriers to learning and Covid 19 has added to these. The main concerns for us as a school have been access to IT, attendance, school meals and safeguarding for all. A highly structured approach to welfare checking and risk assessing is utilised during periods of lockdown or absence from school.

Digital poverty is a huge challenge for many of our pupils. Initially Acorns received 6 DFE devices (2 were returned as unable to access software). A further 4 were allocated. A decision was made to use the school budget to provide wider access to lap tops. This has enabled us to ensure pupils have equal access to the provision required in line with DFE guidance.

The needs of pupils following lockdown are more complex than ever. This means that we need to increase our expertise in how to support pupils with SEND. We are investing in the training of a second SENCO in order to meet the needs of our pupils, to offer additional leadership and support across the school.

To support pupils with social, emotional and behavioural needs, The Acorns will be joining with other Local PRUs to work on an ELSA training programme to train Emotional Literacy Support Assistants. They help young people learn to understand their emotions and respect the feelings of those around them. They provide them with the time and space for pupils to think about their personal circumstances and how they manage them.

<u>Action</u>	<u>Impact</u>	<u>Lead</u>	<u>Cost £</u>
Welfare/ risk assessment tool	A live log is kept of daily welfare contacts made by staff and any concerns are flagged and acted on immediately	J Hodson/H Cutts	0

Learning Bus in the community	During lockdown a stall was set up and manned in The Concourse, Skelmersdale so that pupils could collect stationery and other resources.	P Walsh/S Murphy	0
Lap tops for pupils to supplement small DfE allocation	Laptops provided to all pupils who did not have access to a suitable device. This enabled them to attend online lessons and to complete work set and email it to teachers.	A Heyes/S Heaton	9400.00
Wifi access for pupils	To enable pupils to access online lessons.	A Heyes	200.00
Meal packages provided in school and for take away when voucher system not in place	Food parcels made up in school and distributed before new voucher system went live.	A Heyes	56.80
ELSA training	ELSA Training programme to champion and help young people with their social and emotional needs.	J Hodson/S Stephenson	1725.00
Additional sessions with Educational Psychologist	Pupils on the EHCP pathway could not be seen during lockdown. In addition to this we have new pupils with complex learning needs who will need assessment by the Educational Psychologist, in order to meet their learning needs.	J Hodson/ J Turner	2000.00

SENCO Course Fees	Increase leadership and staff expertise across SEND to meet increasing complexity of pupils following lockdown.	J Hodson/S Heaton	1000.00
Total			14381.80

Funding available	£18000.00
Teaching	2388.00
Targeted Academic Support	1463.98
Wider Strategy	14381.80
Total Expenditure	<u>18233.78</u>
To be met from school revenue	(233.78)