Covid catch-up plan

Summary information

School	The Spires College				
Academic Year	2020-21	**Total Catch-Up Premium**	Est £77, 200	**Number of pupils**	1126

Guidance

Children 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 pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11.

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

Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on curriculum expectations for the next academic year.

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

To support schools to make 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.

EEF Recommendations

The EEF advises the following:

Teaching and whole school strategies
- ➢ Supporting great teaching
- ➢ Pupil assessment and feedback

Targeted approaches
- ➢ One to one and small group tuition
- ➢ Intervention programmes
- ➢ Extended school time

Wider strategies
- ➢ Supporting parent and carers
- ➢ Access to technology

Identified impact of lockdown	
Progress across subjects	Subject leaders have evaluated curriculum content which was not delivered or was taught remotely during the lockdown. From this, subject leaders have identified key concepts, knowledge and skills that must be covered in order to access future curriculum content. Teachers are planning to cover identified content as appropriate in the schemes of learning and are using informal assessments to continue to assess gaps in learning that require further support.
Attendance	Although above the national average, attendance is lower than annual figures in the early part of the Autumn term.
Transition	Year 6 students were unable to visit the college to attend the usual transition activities including two or three days in school and an optional summer school. Year 7 students attended the college on the first day in September with only sixth form students in attendance to give them some of the onsite transition support they would have received in the summer. During lockdown, Year 6 students were able to attend a virtual tour and information evening and received welcome messages from tutors and subject staff. In addition to these events, some families were able to attend a transition meeting in college. Staff from the college were unable to visit students in their Primary schools. Although transition meetings took place virtually, this, in addition to the absence of SATS results has provided less assessment information than normal.
Accessing remote learning	A significant proportion of students required the use of paper packs to access work during lockdown.

Planned expenditure - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools				
i. Teaching and whole-school strategies				
Desired outcome	**Chosen approach and anticipated cost**	**Impact (once reviewed)**	**Staff lead**	**Review date?**
<u>Supporting great teaching:</u> 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.	*Heads of Department to evaluate curricula and identify changes to schemes of learning.*		HoDs	Dec '20
Visualisers are available to all teaching staff to support effective modelling and responsive teaching.	*Visualisers purchased and appropriate CPD put in place to ensure staff use them effectively. (£350)*			
Staff are equipped to produce effective remote learning via recorded or live video.	*Purchase webcams for all classroom devices to enable staff to record lessons. (£1625)*		SAY	Nov '20
Remote teaching is highly effective and ensures that students working remotely are not academically disadvantaged by their experience.	*Remote learning lead appointed to coordinate and lead provision. (£2400)* *Research group CPD opportunity for staff to identify evidenced based best practice.*		NWN MGE/TNI	Oct '20 Ongoing
Students across all year groups know how to revise effectively and use these strategies to embed learning in their long term memory.	*College approaches to revision agreed and explicitly taught to students. Staff CPD based on research evidence delivered to ensure consistent implementation across the college.*		SLT	Ongoing
<u>Teaching assessment and feedback</u> Year 7 students are set appropriately and assessment information is used effectively to plan for individual need.	*Purchase and use CATS tests effectively. Ensure data from the assessments are used to inform planning and to support students with individual needs through effective CPD. (£2795)*		MGE/ SLD	Testing Sept '20 Data CPD Jan '21
Gaps in reading and numeracy are identified.	*The use of diagnostic numeracy assessments for all students in mathematics and NGRT assessments for reading across Years 7-10. (£1000)*		MCK	Oct '20
			Total budgeted cost	**£ 8170**

ii. Targeted approaches				
Desired outcome	**Chosen action/approach**	**Impact (once reviewed)**	**Staff lead**	**Review date?**
<u>1-to-1 and small group tuition</u> Identified children receive the individual and small group support required to fill gaps in their knowledge and prepare them for the next stages of learning.	***Science mentor employed through the national academic mentors programme. (£6100)*** ***English and maths mentors deployed more forensically using the results of numeracy and reading assessment, as well as feedback within departments.*** ***Use EEF toolkit to support the choice of effective strategies.***		SLD/SPG	Dec '20
<u>Intervention programme</u> Students access high quality tuition outside college that enable them to make additional progress to access their next stage of learning. Use information from reading assessments to target specific interventions for selected students.	***Online tutoring through mytutor and the national tutoring programme.*** *(£10200)* ***Interventions matched to the needs of individual/groups of students.*** *(£5000)*		SLD	Jan '21
<u>Year 11 intervention</u> Specific targeted support available in all subjects for Year 11 student after college.	***Intervention programme running from October to December in line with covid restrictions.*** ***Full revision programme from January 2021.***		SLD	Dec '20
			Total budgeted cost	**£21300**

iii.	Wider Strategies				
Desired outcome	**Chosen action/approach**	**Impact (once reviewed)**	**Staff lead**	**Review date?**	
Supporting parents and carers Staff support the engagement of parents through virtual sessions and offer useful feedback as to the progress of their child.	***Purchase of an online platform for parents' evening.*** ***(£310)*** ***Purchase webcams for all classroom devices to enable staff to access video meetings with parents***		KAY	Nov '20	
Access to technology Students who are not able to attend college for covid related reasons have access to devices and internet service to ensure they are not disadvantaged by their absence.	***Purchase of 100 laptops.*** ***(£31000)*** ***Increase license capacity for software on new devices.*** ***(£1600)***		SLD/SAY	Dec '20	
			Total budgeted cost	**£ 32910**	
			Overall cost	**£ 62380**	