SWRA COVID-19 catch-up premium report

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	831	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£66,480		

STRATEGY STATEMENT
The Sir William Robertson Academy's catch-up strategy follows the advice and guidance set out in the Education Endowment Foundation support documentation for schools: https://educationendowmentfoundation.org.uk/covid-19-resources/covid-19-support-guide-for-schools/#nav-covid-19-support-guide-for-schools1 Our strategy adopts a three tiered approach focusing on: • Teaching and whole school strategies • Targeted support • Wider strategies Its aim is to ensure that: • Full or partial school closures have a minimal effect on the students learning and well-being. • Attainment gaps created by COVID-19 school closures are minimised. • Every young person, no matter their age or where they live, gets the education, opportunities and outcomes they deserve. • The attainment gap between disadvantaged pupils and their peers is reduced.

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

AB1	Literacy skills: Fewer opportunities for students to read or write during lockdown has led to many students staying still or going backwards.
AB2	Gaps in curriculum has led to gaps in knowledge and skills as identified by Domain Leaders.
AB3	Gaps in careers and further education advice and guidance.
AB4	Preparing school for further home learning due to covid isolation or second lock down.
AB5	Ensuring every teacher is supported and prepared for the new year
AB6	Developing and embedding T&L strategies for online learning
AB7	Understanding the ability ranges of year 7 students without SATS scores
AB8	Wellbeing: Helping students to adjust new school routines and structures so that they stay safe.
AB9	Wellbeing: Concerns around anxiety and safeguarding issues following lockdown period
AB10	School day: Maintaining a "covid safe" environment has created logistical difficulties which can be potentially disruptive to learning
AB11	School day: Limited impact of after school workshops because the overwhelming majority of our students depend on school buses for transport to and from school.
AB12	Ensuring SEN and PP students are making social, emotional and academic progress following lock down

ADDITIONAL BARRIERS

External barriers:

EB1	Ensuring all students can access home learning
EB2	Ensuring parental engagement is maintained through parents evening, open evenings
EB3	Maintaining high attendance of all student groups
EB4	Wellbeing: Concerns over anxieties of families who are shielding or classed as vulnerable.

Planned expenditure for current academic year

Quality of teaching for all					
Action	**Implementation**	**How will you make sure it's implemented well?**	**Staff lead**	**Cost**	**When will you review this?**
Prepare the school so that T&L can continue during full closure.	Build alternative remote learning timetable.	Time table in place; all students to receive a minimum of three online lessons per day supplemented by work set through SMHW.	AB	£0	Sept 2020
Ensure no missed learning time for students who are shielding or self-isolating	Produce – Termly online learning packs for all students who are self-isolating. Use/Purchase? SMHW support students working from home. Broadcast live lessons to students who are self-isolating	Work packs updated every half term. Packs quality assured by SLT HoDs to monitor and report on progress of pupils	AB/DB	SMHW subs £2000	Sept 2020

Re-model school day to comply with covid safety guidelines and maintain a high quality teaching and learning experience.	Review timings of school day Reduce movement around school Allow students remain in learning bubbles Install hand sanitizing stations Cleaning equipment in every classroom Purchase PPE equipment Install fencing to segregate bubbles during social time	Student learning experience to remain as normal as possible whilst under the safest possible learning environment Reduced movement around school Students remain in learning bubbles Seating plans for all lessons kept centrally Outcomes from learning walks and observations demonstrate all lessons to be good or outstanding Numbers of students self-isolating minimized to small group bubbles	SLT	£12000	Termly
Focus on Rosenshine and TLAC strategies leading to all students Increase focus on literacy	Staff inset: Vocab Catch Up Purchase Rosenshine CPD walkthrough books for all staff Purchase walkthroughs number 2 all staff Purchase online walkthrough training resources	Outcomes through lesson observations and virtual learning drop-ins demonstrate walkthrough practice.	SD	£250 £600 £600 £1440	
Use frequent formal and low stakes assessments to identify gaps and support progress	GL assessments Mock exams – external marking and invigilation			£2000	
Ensuring Departments are adequately resourced to enable catch up?	Software Text Books Revision Guides Laptops/computers			£5000	
				Total budgeted cost:	£66,480

Targeted support					
Action	**Implementation**	**How will you make sure it's implemented well?**	**Staff Lead**	**Cost**	**When will you review this?**
Introduce new Period 6 virtual catch up lessons for Y11 and Y13	Identify gaps in knowledge Deliver subject intervention programmes to targeted groups of students Weekly meeting with Core Domain leaders to discuss Y11 progress and intervention.	Intervention should plug gaps and prepare students for summer examinations. Weekly meeting with Core Domain leaders to discuss Y11 progress and intervention. LMM – monitor progress of departments SLT quality assure online intervention	SLT	£15000	January 2021
Implement Easter catch up and revision programme for Y11 and Y13	Use mock exams to identify remaining gaps. Deliver subject intervention programme to targeted groups of students	Intervention should plug gaps identified from mock assessments Weekly meeting with Core Domain leaders to discuss Y11 progress and intervention.	SLT	£7000	May 2021
Focus on literacy catch up for KS3	Purchase Accelerated Reader for Y7 and Y8 students. Increase range of books in library to increase number of AR comprehension tests Purchase IDL reading and spelling programme for dyslexia Year 7 and Y8 Author visit Y7 Story telling workshop Y7 and Y8 creative writing Workshop	Half termly online AR tests for students All Y7 and Y8 students have one Library lesson per week with English. AR analysis demonstrates improvement in reading age and comprehension for all pupils. Use deep dives and learning walks to demonstrate improvements in students writing	SD/HCO	£350 £1000 £600 £1000 £500 £1500	April 2021

Other approaches					
Action	Implementation	How will you make sure it's implemented well?	Staff Lead	Cost	When will you review this?
Maintain high levels of attendance post covid lock down	Attendance officer to work closely with poor attenders Insentivise improvements in attendance – Rewards / vouchers for good attendance	Analysis of registers to monitor attendance including different student groups. Contact parents where students are not attending lessons – including online lessons	SG/DB/	£2342 £1000	April 2021
Increased support for emotional health and wellbeing of students	Increase number of hours counselling time by one day per week	No waiting list for students who need this support	SG	£4000	April 2021
Ensure all students have access to online learning	Provide laptops and or 5G network cards for students	All students are able to engage in virtual lessons and online resources from home.	DB	£2000	April 2021
Maintain High levels of parental engagement	Purchase SchoolCloud virtual parents evening subscription Develop Virtual Open evenings for Options	All parents have the opportunity to meet with their child's subject teachers. Parents and students are able to make informed decisions when choosing their options subjects.	SLT	£798	April 2021
Ensure Y11 and Y13 students benefit from careers advice and guidance.	Online careers advice Attend virtual careers seminars	All students to have at least one online interview with a careers advisor	EMG SG	£5000	April 2021
			Total budgeted cost:	6140	