

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.
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Planned expenditure for current academic year

Quality of teaching for all						
Action	Implementation and success criteria	Rationale / Evidence for choice?	How will you make sure it's implemented well?	Staff lead	Cost	When will you review this?
<p>Build alternative remote learning timetable. Produce – Termly online learning packs for all students who are self-isolating. Purchase SMHW to support students working from home. Set Up Teams Broadcast live lessons to students who are self-isolating.</p>	<p>School is prepared so that T&L can continue during full closure. Ensure no missed learning time for students who are shielding or self-isolating.</p>	<p>EEF: Research shows homework can have up to +5 months impact on learning</p>	<p>Time table in place; all students to receive a minimum of three online lessons per day supplemented by work set through SMHW. Work packs updated every half term. Packs quality assured by SLT HoDs to monitor and report on progress of pupils</p>	AB/DB	<p>School Budget SMHW £2000</p> <p>Teams £800</p>	Sept 2020

<p>Run staff inset: Vocab Catch Up. Purchase Rosenshine CPD walkthru books for all staff. Purchase walkthrus number 2 for all staff. Purchase online walkthru training resources.</p>	<p>Focus on Rosenshine and TLAC strategies leading to "Quality First Teaching"</p> <p>Increased focus on literacy to close reading gaps.</p>	<p>EEF: Metacognition approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning. +7 months Impact</p>	<p>Outcomes through deep dives, lesson observations and virtual learning drop-ins demonstrate walkthru principles being applied.</p>	SD	<p>£250</p> <p>£600</p> <p>£600</p> <p>£1440</p>	Sept 2020
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Run GL assessments for Y7 Run Nov & March mock exams Use external marking and invigilation for Mock exams. (English)	Use frequent formal and low stakes assessments to identify gaps and feedback to students to support progress.	EEF: Formative assessment also include work to understand specific gaps in learning that need to be addressed and how the teacher wants the pupil to progress. +5 months	Students receive accurate feedback on assessments and are clear on how they can improve their work.		£2000 £2000	Sept 2021
Purchase subject text books, revision guides. Purchase subject specific E-Textbooks and Kerboodle. Purchase Craig n Dave Computer Science resources. Purchase Food Room resources Purchase GSCE POD 2Y	Ensure departments are adequately resourced to enable a blended learning approach to catch up and provide individualised instruction to pupils through digital technologies.	EEF: Individualised instruction can be an effective approach to increasing pupil attainment. +4 months			£1560 £800 £4440 £1700 £3012	July 2021 July 2022 July 2022
	Strategy Total:					£20,402

Targeted support

Action	Implementation and success criteria	Rationale / Evidence for choice?	How will you make sure it's implemented well?	Staff Lead	Cost	When will you review this?
Identify gaps in knowledge Deliver subject intervention programmes to targeted groups of students. Meeting weekly with Core Domain leaders to discuss Y11 progress and intervention.	Introduce new Period 6 virtual catch up lessons for Y11 and Y13	EEF: " Programmes that extend school time have a positive impact". +3 months	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	£8000	January 2021

Use mock exams to identify remaining gaps. Use half term breaks to deliver additional subject intervention programmes to targeted groups of students.	Implement Easter catch up and revision programme for Y11 and Y13.	EEF:” Programmes that extend school time have a positive impact”. +3 months	Intervention should plug gaps identified from mock assessments. Weekly meeting with Core Domain leaders to discuss Y11 progress and intervention.	SLT	£7000	June 2022
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 Purchase set of Graphic Novels	Focus on literacy catch up for KS3. Year 7 and Y8 Author visit. Y7 Story telling workshop. Y7 and Y8 creative writing workshop Run Excelsior Award Graphic Novel Programme	EEF: “Reading comprehension strategies are high impact on average” +6 months.	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 Book club extended to 14+	SD/HCO	£350 £1000 £600 £1000 £500 £1500 £500	July2021 July 2022
12 months additional TA time	TA support for lower ability sets as well as specific targeted intervention.	EEF: One to one and small group tuition are both effective interventions. They are most effective if targeted at specific needs. +4 months	Impact of support to be assessed through SEN outcomes.	SD	£20K	
					Strategy Total:	40,250

Other approaches						
Action	Implementation and success criteria	Rationale / Evidence for choice?	How will you make sure it's implemented well?	Staff Lead	Cost	When will you review this?
<p>Increase number of hours counselling time by one day per week.</p> <p>Purchase PSHE resources</p>	Increased support for emotional health and wellbeing of students	EEF: Social and emotional learning approaches have a positive impact on academic outcomes over the course of an academic year. +4 months	<p>No waiting list for students who need this support.</p> <p>SEL has an identifiable and valuable impact on attitudes to learning and social relationships in school.</p>	SG	<p>School Budget</p> <p>£828</p>	<p>Sept 2021</p> <p>July 2022</p>
<p>Purchase SchoolCloud virtual parents evening subscription</p> <p>Develop Virtual Open evenings for Options.</p>	Maintain High levels of parental engagement	EEF: Parental engagement has a positive impact on pupil progress. There are also higher impacts for pupils with low prior attainment. +4 months	<p>All parents have the opportunity to meet with their child's subject teachers.</p> <p>Parents and students are able to make informed decisions when choosing their options subjects.</p>	SLT	School Budget	July 2021
<p>All Y11s to attend Jekyll & Hyde production in Lincoln</p> <p>A level Geography student to attend exam board conference.</p> <p>Y11 visit to Bletchley Park.</p> <p>Dreadlock Alien Visit</p>	Enhanced curriculum and learning experiences outside the classroom	EEF: Provides opportunities for pupils to participate in activities that they otherwise might not be able to access. Particularly disadvantaged pupils.	Provide students with the opportunities they have missed out on due to lockdown restrictions.	AB/HP	£4000	July 2022
				Strategy Total:		£5828
				Total Budget Cost:		£66480