

Reach Academy Feltham

COVID-19 catch-up premium report

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	715	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£57,200		

STRATEGY STATEMENT

Against the backdrop of an unprecedented national lockdown and a considerable amount of time away from formal schooling, the need for academic intervention has never been greater. This intervention strategy is based on the Education Endowment Foundation's guide "The EEF Guide to Supporting School Planning: A Tiered Approach, 2020-21," which recommends focusing on:

- 1. High quality teaching for all:** The research states that high quality teaching for all pupils is one of the most effective strategies to improve pupil outcomes. This is an essential element of daily school life, but now holds even more significance with the amount of time that pupils have spent away from school. Diagnostic assessments and an increase of low stakes testing allows teachers to identify gaps in knowledge and plan to close these gaps.
- 2. Targeted academic support:** The research conducted by the Education Endowment Foundation states that such targeted intervention can have a positive impact on learners across a broad spectrum of ability. However, the planning (e.g. timetabling), delivery method (e.g. how many pupils in an intervention group) and review of targeted academic interventions is essential to its success.
- 3. Wider strategies:** Non-academic strategies that may reduce the barriers that children face which prevent them from achieving academic success in line with their peers. While the Education Endowment Foundation states that there is not a large body of evidence which supports the effectiveness of particular strategies, it recommends having a focus on attendance and communication with stakeholders such as parents.

Our main priority when returning to school in September was to very quickly baseline all students to identify the areas of learning that they had missed learning, and to identify ways to catch up this missed learning. We were very happy to see that the baselines of students did not show significant areas of weakness, and

we are grateful that our robust remote education offer, combined with our focus on teaching the most vulnerable 25% of students in school from May half-term ensured that pupils did not fall behind.

We decided, from this data that we had three main strategies in line with the EEP tiered approach, mentioned above:

1. High quality teaching for all: A targeted CPD offer, focusing on 'Practise' within the classroom for the first term, and AEN strategies for the second term.
2. Targeted academic support: Focused intervention (mainly through extra staff) for those pupils who most needed it
3. Wider strategies: A fortnightly newsletter to re-engage families into the school's vision, and provide opportunities to celebrate pupils.

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

1	During the lockdown period, pupils have benefitted from a robust online offer. However, we know that due to the nature of remote learning, the main element of pupils' development in lessons - practice - has not been as rigorous as we would normally expect. Within this, we include aspects of classroom teaching such as: building urgency in the classroom, guiding attention and building understanding, independent practice tasks, guided practice tasks and circulation. Developing our teachers' ability to deliver high quality practice opportunities in the classroom will support pupils with sustained practice and stamina for longer tasks.
2	We know that from the data on return to school, there were larger gaps for some of our AEN pupils (mainly those who don't have an EHCP, but do require extra support). We therefore want to ensure that we are supporting teachers to fully develop the progress and attainment of these pupils by focusing on raising knowledge of a range of AEN needs, developing teacher's scaffolding and modelling, and supporting curriculum developments for stretch activities.
3	Baseline gaps - P1-2 The baseline demonstrated that the majority of pupils had not fallen significantly behind, but that there were gaps in children's knowledge consistent with a prolonged period out of school. These gaps were not, as we had expected, consistently in the same area for all pupils so it became clear that we needed an effective diagnostic tool to best identify what each pupil needs to work on. It was clear that after this identification of individualised gaps it was key to provide a programme of instruction that met the children where they were at and plugged these gaps effectively.

	P3-5 The baseline data demonstrated, as with P1-2, that the majority of pupils had not fallen significantly behind. Some pupils, who had found it more difficult to engage with online work were showing lower numeracy and literacy levels, and therefore we identified a range of strategies that we could use to target these specific pupils (detailed below).
--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

ADDITIONAL BARRIERS

External barriers:	
4	As pupils had been out of school for such a long time, but we know that in the current climate we are unable to bring parents, pupils and teachers together in the ways that we would normally, we wanted to improve our communication with these key stakeholders so that we were acting quickly to increase engagement from parents and raise aspirations within the school community.

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?
CPD - Practice	High quality opportunities for practice (Guided Practice and Independent Practice) for all subjects in every year group	High quality practice is crucial, without it, good learning cannot occur. Well planned lessons will help pupils close gaps in their knowledge and skills, and provide the opportunities for the part of learning that we feel has been most absent during the lockdown.	High quality training delivered to all staff on a weekly basis to ensure staff have a deep understanding of rational and strategies used to provide opportunities for practice within lessons. All coaches to monitor quality of planning and teaching, and feedback to SLT and put support in place where needed.	CLC	Dec 2020

			SLT Lesson Drop-Ins		
CPD - AEN	Teachers develop their understanding of AEN needs, including ways to scaffold and stretch within the classroom, use additional adults and use cognitive science to chunk lessons appropriately.	The research conducted by the Education Endowment Foundation states that such targeted intervention can have a positive impact on learners across a broad spectrum of ability.	High quality training delivered to all staff on a weekly basis to ensure staff have a deep understanding of rational and strategies used to provide opportunities for practice within lessons. All coaches to monitor quality of planning and teaching, and feedback to AEN/SLT team on additional support required. AEN Lesson Drop ins.	CLC	Apr 2021
Total budgeted cost:					£1746
Targeted support					
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?
Century Tech Subscription	To identify key gaps in pupil knowledge and provide precision instruction to plug these gaps.	CentryTech uses AI and algorithms to determine misconceptions and gaps in understanding at both an individual and group level. Our SLT discussed the benefits of using the platform with a school already using it and determined it would be useful when designing interventions and lessons.	Teachers have set children on year group specific courses. They will monitor pupil usage and encourage engagement where it is not being utilised. We will use this document to monitor usage on a weekly basis. Interventions/in class support will be planned based on data gathered. We will use PPM to determine whether key children have made progress and the extent to which this can be linked to consistent use of CENTURY/interventions planned using data.	FRE	Termly £1,200 per annum

Teach First Academic Mentor	Subject-specific work with small groups, 1:1 subject specific work, Revision sessions, Additional support for those shielding or not in school.	The academic mentoring programme is part of the government funded National Tutoring Programme which increases access to high quality tuition for disadvantaged and vulnerable children.	Targeted quality interventions for vulnerable and disadvantaged pupils. Closing of gaps analysed by QLA and data analysis.	NMC	Termly ~5k on costs
Tutor Fellows/Teaching Assistant Support	High quality interventions and in class support.	The research conducted by the Education Endowment Foundation states that such targeted intervention can have a positive impact on learners across a broad spectrum of ability.	The timetabling and delivery of this is crucial - the AEN team will support tutor fellows/teaching assistants to deliver and plan excellent interventions and in class support. Heads of Department will work with subject based support staff to ensure excellent subject knowledge.	NMC	Termly ~26k per tutor fellow/TA (2 in total)
Total budgeted cost:					£58,200