Wallscourt Farm Academy: COVID-19 catch-up premium report
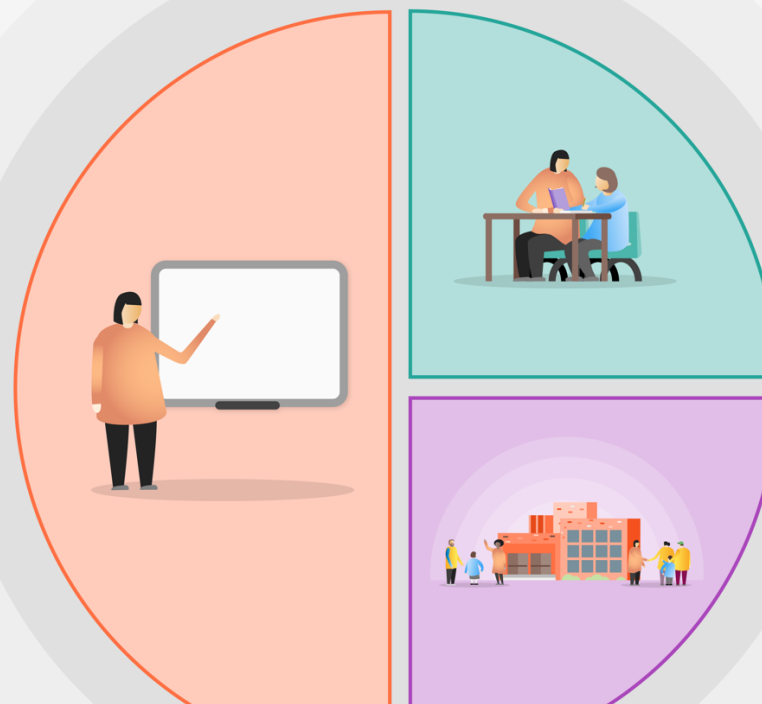
1 Teaching

Continued professional development
Teachers will benefit from increased professional development opportunities to ensure they are well equipped to ensure that children continue to access the full curriculum. CPD topics include:

- A high-quality blended approach
- Development of Remote Education T&L
- Expert subject leadership
- Reading – meeting the needs of the bottom 20%
- REAL PE – developing the whole child
- XXX
- XXX

Ongoing investment in joint PPA

Development of leadership across the academy

2 Targeted academic support

- **Centrally organised recruitment of teaching assistant/teachers and tutors through the National Tutoring Program {delete as appropriate}**

Academic mentor – working with small groups and 1 to 1 to support children in Year 5.
Ongoing intervention support through highly resourced teaching partner investment across the academy.

3 Wider strategies

- **Centrally supported IT loans and guidance for families**

Identifying families without access to a meaningful device and or access to the internet and ensuring they receive the technology they require.

Investment in a Family Support Worker to focus on attendance and engagement.

Aims:
*To support all children to achieve.
To reduce the attainment gap between our disadvantaged pupils and their peers.
*To raise the attainment of all pupils to close the gap created by the pandemic and meet or exceed national averages and expectations by age.

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	393	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	Number on roll 393 x £80 = £31,440	Subsided by academy trust to a total of:	**£40,000**
		Total spend:	**£71,440**

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	Some learners will not have accessed the full range of remote learning and in particular phonics and early reading. Learners without daily opportunities to read at home will have been disadvantaged.
B	There is a language gap in reading for some learners which has an impact of their understanding of a wide range of texts. These issues will have been exasperated if children have not been regularly exposed to good language role models, been taught new vocabular y or expected to speak in full and correct sentences during lockdown
C	Low emotional resilience for some children – Thrive provision for most vulnerable children with SEMH has paused due to the current pandemic.
ADDITIONAL BARRIERS	
External barriers:	
D	Attendance in school – the academy has remained open throughout the pandemic but only to vulnerable and critical worker groups.

E	Parents and children may be less engaged in live learning than they are when in school.
	• We have appointed a full-time teacher. She is based in Year 5 currently and then will be moved to year 4. • We appointed a learning assistant for 26 hours per week to support Catch up strategies in Years R-2. • Our family support worker supports Year 3 Catch up. • We have an excellent SCITT trainee in year 6 who enables the class teacher to carry out Catch up/closing the gap learning support. • We purchased iPads for learners with SEND and to support teaching in Year 6.

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**	**Evaluation**
Continued professional development to support a high-quality blended approach during the pandemic.	Teachers are well supported to effectively enact the full curriculum both on site and at distance.	EEF PP report June 2010 recommends schools take a tiered approach with teaching being the top priority, including professional development, training and support for early career teachers.	Regular support and challenge from central academy trust team. This is monitored through a variety of trust wide mechanisms- including but not limited to: ARMS (academy review meetings), ARVS (academy review visits) and Academy council and scrutiny panels.	Principal/ SLT	Engagement in remote blended learning throughout pandemic has been high. Daily registration and tracking re non-attendance ensured a rigorous approach that quickly followed up on learners who were not present during periods of live learning. Teachers have been ready to commence live learning at the latest, the day after the bubble closure.

Professional development for our subject leaders to become experts within the CLF 3-19 curriculum.	Subject leaders understand our states of being and act as experts in the understanding of progression and pedagogy within their subject within Primary phase and beyond.		Release time for subject leaders – Family Support Worker has additional hours to be able to do this.	Principal/ SLT	Subject leaders are developing their knowledge of the CLF curriculum. They have all written subject leader action plans and have release time to monitor planning for and enactment of their subject.
				Total budgeted cost:	£14,000

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?
To ensure children return to learning quickly after periods of absence/learning at home.	Children's emotional, social and academic needs are met swiftly on return to school meaning they receive the right support to return to learning in school.	The investment of the trust into expertise to support the recovery of education for all has included work with Barry Carpenter, Professor in Mental Health at Oxford Brookes University. A thorough approach to support pupils on return to school has also been advocated by the EEF, who state that 'All pupils will need support to transition back to school'.	Thrive practitioner to support individual learners as needed. Regular support and challenge from central academy trust team. This is monitored through a variety of trust wide mechanisms- including but not limited to: ARMS (academy review meetings), ARVS (academy review visits) and Academy council and scrutiny panels.		Thrive data is analysed termly for individuals to show impact. Data is collected for whole classes at two points over the year.

| Central recruitment of qualified teachers and tutors through the NTP to support pupils to catch-up on missed learning.

Applicants have been recruited through a centrally organised process which has included academy leaders and also interviews with leaders experienced in our central curriculum and raising attainment strategies. | To reduce the attainment gap between our disadvantaged pupils and their peers.
To raise the attainment of all pupils to close the gap created by the pandemic. | EEF supports the NTP.

EEF state that 'Tuition delivered by qualified teachers is likely to have the highest impact. However, tuition delivered by tutors, teaching assistants, or trained volunteers can also be effective.'

EEF small group tuition +4 months. | Full time teacher to support learners across KS2 with a particular focus on Year 5. Academic mentor appointed to support learners in KS2.

Family Support Worker supporting Year 3 catch up.

Additional teaching partner hours for catch up in KS1. | | A full-time teacher has been teaching children in Key stage 2 who have needed support to keep up and catch up with their peers. Most of the support has been in year 5 where we have seen significant improvements in reading writing and maths. The % of children who have met age related expectations in reading has improved by 5%, writing by 8.5% and Maths by 1%. The % of children who have met ARE in all three has risen by 10%.

The teaching assistant we employed was working in Years 2 and 3. In Year 2, we have seen increases in the % of children reaching age related expectations in the targeted area of Maths with a 5% increase. In Year 3 we have a 6% increase in the % of children at ARE in /Reading, Writing and Maths.

The Academic mentor has run in school and after school Maths catch up sessions. The children who have worked with him have particular SEND and have grown in confidence and participate more in whole class sessions. The gaps are closing for these children, and they have fewer misconceptions. |
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| | | | | Total budgeted cost: | £54,940 |

Other approaches					
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**	**Evaluation**
Central procurement and management of IT resources.	To ensure that no child is without he technology they need to access the high-quality curriculum on offer from the academy.	The EEF guide: Best evidence on supporting students to learn remotely states that: *'Ensuring access to technology is key, especially for disadvantaged pupils'*	There is a dedicated IT team that works across the trust to support effective use and distribution of technology to where it is most needed. This has included central procurement of laptops, iPads and resources to support WIFI during lockdown and also during periods of isolation for individuals, bubbles and cohorts.	CLF lead: AL Academy lead: HR	The iPads have been used for learners who have been less engaged. They mirror the whole class learning so that the learner can access this more readily. We have seen higher levels of engagement as a result. We have also installed a range of practice/catch up apps so that learners can be instructed to focus on the practice they need. this has contributed to the improvements in our overall data. All learners who required access to a laptop during remote learning were provided with one.
				Total budgeted cost:	£2,500