



# Catch-Up Premium Plan

## Ashwood Spencer Academy

Summary information					
<b>School</b>	Ashwood Spencer Academy				
<b>Academic Year</b>	2020-21	<b>Total Catch-Up Premium</b>	£47,520	<b>Number of pupils</b>	594

### 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	EEF Recommendations
<p>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 <a href="#">curriculum expectations for the next academic year</a>.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a <a href="#">coronavirus (COVID-19) support guide for schools</a> 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.</p>	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> <li>➤ Supporting great teaching</li> <li>➤ Pupil assessment and feedback</li> <li>➤ Transition support</li> </ul> <p>Targeted approaches</p> <ul style="list-style-type: none"> <li>➤ One to one and small group tuition</li> <li>➤ Intervention programmes</li> <li>➤ Extended school time</li> </ul> <p>Wider strategies</p> <ul style="list-style-type: none"> <li>➤ Supporting parent and carers</li> </ul>

- Access to technology
- Summer support

## Identified impact of lockdown

<b>Maths</b>	<p>Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. As we follow the White Rose Schemes of learning, it is easy to identify the missed learning from the previous year. This has been addressed by adding in recap lessons which allows the teacher to cover missed key objectives, in order for the children to progress through the new content. These lessons are clearly indicated with an 'R' on the 'Small Steps' documents and can be weaved into the sequence of learning, where necessary. 'Catch up' interventions are taking place for some individuals who require additional support on these objectives.</p> <p>Children still have an appetite for maths and lockdown has not affected their attitudes however they are quite simply, 'behind'.</p> <p>Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in arithmetic assessments, such as fluent in five.</p>
<b>Writing</b>	<p>Children haven't necessarily missed 'units' of learning in the same way as Maths. However, they have lost essential practising of writing skills. Gaps specific knowledge has suffered, leading to lack of fluency in writing. Those who have maintained writing throughout lockdown are less affected, however those who evidently didn't write much have had to work exceptionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write. Handwriting was really affected during lockdown. However, since October, there has been a marked improvement. Specific grammar sessions are taught in order to address the gaps from previous year groups.</p>
<b>Reading</b>	<p>Children accessed reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input. Children were read stories remotely, and had their class texts from the year at home to enjoy. The gap between those children that read widely and those that don't is increasing, and whilst interventions have begun, assessment week in December will further identify those pupils who need additional support to accelerate their progress and close the gap. Appropriate interventions will be put in to place / reviews to meet their individual needs.</p>
<b>Non-core</b>	<p>There are now significant gaps in knowledge – whole units of work have not been taught meaning that children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments. During lockdown, our Create Curriculum was redesigned and restructured, taking in to account what the children will have missed. Gaps in previous knowledge and understanding are carefully planned for in order to scaffold the learning within the wider curriculum.</p>

**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?
<p><u>Supporting great teaching:</u></p> <p>All 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.</p> <p>Despite the limitations placed on schools in terms of use of physical resources and the sharing of them, manipulatives are accessed regularly in Maths and this supports all learners.</p> <p>Teachers and Teaching Assistants remain a consistent resource to enhance teaching and learning.</p> <p>Children are supported with their behaviour for learning, which ensures that all learners have access to quality first teaching without distraction.</p>	<p><b><i>Additional time and CPD for teachers to research and plan all subjects. Release time and additional cover will be required to facilitate the additional PPA. (Whole day planning days)</i></b></p> <p><b><i>Core subject Leads are released fortnightly to monitor and provide support for teachers to plan effectively.</i></b></p> <p><b><i>Purchase additional manipulatives for across school.</i></b> <b><i>(£1000)</i></b></p> <p><b><i>Supply teacher employed until the end of the academic year in order to relieve the pressure on teaching staff being pulled from classrooms to cover Covid related staff absence.</i></b> <b><i>(Jan – July, Mon – Thurs £16,800)</i></b></p> <p><b><i>Employ a Behaviour Mentor to support children who struggle to regulate their emotions and display negative behaviours in the classroom.</i></b> <b><i>(£3,472.50 – Autumn Term)</i></b></p>	<p>Engaging learning opportunities planned for. Thematic days have allowed children to engage and enthuse about their learning. Gaps</p> <p>Manipulatives have allowed children to explain their understanding of concepts with more children able to reason alongside the use of manipulatives.</p> <p>Supply teacher was able to help close gaps in learning and work alongside teachers to provide in-class intervention.</p> <p>Identified children have had regular access to the behaviour mentor This has given them strategies to allow them to self-regulate their emotions and behaviours and become more effective learners within the classroom setting.</p>	<p>BM</p> <p>DM</p> <p>KS</p>	<p>July 21</p> <p>July 21</p> <p>July 21</p>
<p><u>Teaching assessment and feedback</u></p> <p>Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments.</p>	<p><b><i>Using the long-term plan to identify areas of the curriculum that were not taught or consolidated in the previous academic year to inform planning.</i></b></p>	<p>Alongside standardised assessments, low stake quizzes have been used effectively to identify learning that has not been consolidated or taught within the previous academic year. This has</p>	<p>BM and DM</p>	<p>July 21</p>

<p>Teachers use formative assessment effectively in order to inform the next steps in learning for all children. They adapt and scaffold learning to ensure that gaps are filled and learning has strong foundations.</p> <p>Deliberate questioning is specific to year group curriculum objectives and supports teacher subject knowledge for assessment</p>	<p><b><i>Develop and implement the Ashwood Approach to summative assessment using year group expectations to gage where in the curriculum children are working.</i></b></p> <p><b><i>Complete termly standardised assessments to inform summative assessment in order to track and identify personalised gaps and performance.</i></b></p> <p><b><i>WALKTHRU CPD delivered in the Autumn term around the use of questioning to check for understanding.</i></b></p> <p><b><i>Inset CPD to be delivered regarding scaffolding learning in the core subjects.</i></b></p> <p><b><i>WALKTHRU CDP delivered in the Spring term around the use of Quizzing and Weekly and Monthly Reviews.</i></b></p> <p><b><i>Purchase of Learning By Questions which uses pre-made scaffolded question sets to cover curriculum objectives.</i></b> <b>£3825</b></p>	<p>ensured that children are ready to move on to the next stage of their learning and that any teaching both classroom based or in the form of extra support is most impactful.</p> <p>Monitoring of classroom practise shows that questioning within the classroom now enables children to think and reason at a much deeper level. Scaffolding remains a focus for the next academic year to ensure that all learners of all abilities are able to make excellent progress within the classroom setting. Learning by questions has contributed to teachers understanding the gaps in their children's learning quickly and efficiently. A trial period has identified that the best use of LBQ will be to assess prerequisite knowledge and to measure the impact of interventions.</p>	<p>DM and BM</p>	<p>July 21</p>
<p><u>Transition support</u></p> <p>Children who are joining school from different settings or who are beginning their schooling with Ashwood Spencer have an opportunity to become familiar and confident with the setting before they arrive.</p>	<p><b><i>A virtual tour of Ashwood Spencer Academy including an introduction to key staff members through video clips is arranged and shared with all new-starters on the website and on Twitter, alongside a comprehensive transition booklet.</i></b></p> <p><b><i>Additional time is made to cover the teacher so that they can have a virtual meeting with their new starter so that the child is confident in joining ASA, particularly EYFS.</i></b></p>	<p>Visual materials have been produced and are available to new- starters to ensure they have a good understanding of life at Ashwood Spencer Academy. All transitions took place to ensure that all children met their new teacher before the new academic year. An introduction by all teachers was recorded to introduce themselves to new children and their families.</p>	<p>DM</p>	<p>July 21</p>
<p style="text-align: right;"><b>Total budgeted cost</b></p>				<p><b>£24,297.50</b></p>

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>1-to-1 and small group tuition</u></p> <p>Identified children will have significantly increased rates of reading fluency and prosody. They will be able to comprehend reading better as a result of being able to read at pace without spending their working memory decoding. They will be confident readers and dips in reading attainment will be negated.</p>	<p><i>TAs within year groups will have allocated time to listen to specific readers at least twice weekly.</i></p> <p><i>Isolating staff will remotely listen to identified readers across year groups and the school.</i></p> <p><i>Additional release time and training to support the delivery of the reading.</i></p> <p><i>2 x supply teacher-to release class teachers to provide quality first interventions.</i> <i>(Feb – July Mon – Fri £26,445 Each = £52,890)</i></p>	<p>Children are listened to read much more regularly than before. School continued to close the gap on national reading attainment.</p>	DM	July 21
<p><u>Intervention programme</u></p> <p>An appropriate reading intervention, such as Nessy, supports those identified children in reinforcing their understanding of basic reading skills and application of phonic knowledge.</p> <p>An appropriate reading intervention, such as Reading Plus, supports those children in KS2 in increasing reading stamina, vocabulary and comprehension.</p>	<p><i>An intervention is identified (Nessy) and purchased. Staff within year groups are trained and they are able to deliver the intervention confidently (inclusive of entry and exit data).</i> <i>Funded through the Teach First 'Leading Together' grant (£1800)</i></p> <p><i>The Reading Plus intervention is introduced in years 4-6. Staff are trained and they are able to deliver the intervention confidently, and analyse the data produced.</i> <i>YAP books is used predominantly in KS1 to increase reading fluency.</i></p> <p><i>The NELI programme has been identified and purchased. TA staff have been trained to deliver the intervention confidently (inclusive of entry and exit</i></p>	<p>Helped to foster a love of reading for all children, particularly those with a lower reading ability. Children found Nessy really engaging and it was well matched to their ability. The children could access it independently which also encouraged them to use it when they had extra time such as when they had finished work and during phonics sessions. Particularly useful for SEND and lower ability children, it allowed for an almost a 1:1 phonics session approach.</p>	DM KS BM	July 21

<p>An early language intervention is in place and supports those identified children in reinforcing vocabulary, narrative skills, active listening and phonological awareness.</p> <p>Children who are isolating receive specific catch-up support on return to ensure that gaps have not widened. Children make accelerated progress and are in line with peers.</p> <p>Key children will have additional nurture support with emotions and wellbeing, negating the impact of lockdown on their academic studies.</p>	<p><b>data) for a 20 week period. Intervention is delivered to small groups 3 x a week, and individual sessions twice a week.</b></p> <p><b>A non-class based Learning Mentor will deliver catch up programmes for 1 day a week (Y3-Y6) and a HLTA in KS1.</b></p> <p><b>Forest School training for x3 members of staff to ensure that they can confidently deliver the provision on a weekly basis with identified children.</b>  <b>Funded through the Teach First 'Leading Together' grant (£2700)</b></p> <p><b>Kick boxing delivered 4 x a week with Y6 children.</b></p> <p><b>Learning mentor attending CPD on the principles of nurture.</b></p> <p><b>£718</b></p>	<p>Reading plus has particularly supported children with their fluency of reading and helped to mitigate against any decrease in fluency, reading stamina and reading comprehension.</p> <p>It has introduced them to new vocabulary and supported children with sentence structure (using visuals).  New vocabulary was retained and then used independently  Developed confidence – children became more vocal and wanting to speak in class.</p> <p>The nurture programme is accessed by children across all year groups and has helped to support the most vulnerable children and those most adversely affected by the COVID lockdowns. These have focused more so on the Childs wellbeing and emotional state so that the child is in a strong, positive mindset to learn when they are back in class.</p>		
<p><u>Extended school time</u></p>				

<p>Identified children are able to access a weekly catch-up clubs (3 x 1hrs a week). The attainment of those identified children improves and effect of lockdown is becoming negated. Parents are supportive of the club and understand the identification process.</p>	<p><b><i>Year group directors identify children within the year group specific children that require additional intervention for either reading, writing or maths. Each teacher in the year group is available for 1 hour a week after school to offer additional intervention clubs.</i></b></p>	<p>Clubs have run across year groups and children attending those clubs have made progress to close the gap with their peers.</p>	<p>DM</p>	<p>July 21</p>
<p><b>Total budgeted cost</b></p>				<p><b>£58,108</b></p>

<p><b>iii. Wider Strategies</b></p>				
<p><b>Desired outcome</b></p>	<p><b>Chosen action/approach</b></p>	<p><b>Impact (once reviewed)</b></p>	<p><b>Staff lead</b></p>	<p><b>Review date?</b></p>
<p><u>Supporting parents and carers</u></p> <p>Children will have greater opportunities to access learning at home. Home-learning opportunities will not always require parents to engage with the activities, affording the children greater independence and increasing the likelihood that parents can sustain home-learning.</p> <p>Children have access to appropriate stationery and paper-based home-learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning.</p>	<p><b><i>Additional online learning resources will be purchased, such as Yap books to support children reading at home. Online resources currently used in school will be launched with families as a support for home learning, such as TTRockstars, Hegarty Maths, Numbots and Purplemash.</i></b></p> <p><b><i>Weekly home-learning paper packs are printed and ready to distribute for all children. Stationery packs are to be purchased and set aside for children to take home when home-learning occurs.</i></b></p> <p style="text-align: right;"><b>£500</b></p>	<p>During periods of lockdown children were able to access learning via an electronic device. Families who did not have access initially were identified and allocated a device. Online learning platforms were utilised to enhance the learning experience, in turn keeping children engaged with their learning.</p> <p>Disruption to learning was kept to a minimum and children were able to maintain that learning alongside their peers who were in school.</p>	<p>DM</p>	<p>July 21</p>
<p><u>Access to technology</u></p> <p>1:1 devices support and enhance the learning of children in Years 5-6. Devices are used initially in school and progress to home use.</p> <p>Roll out of the programme as follows: Year 6 (1 Trial class) – Autumn 2</p>	<p><b><i>Hire Apple 1:1 devices for all pupils in years 5 and 6. Research project will focus on metacognitive approaches to improve writing. The implementation of the Showbie App to support explicit teaching, modelling and scaffolding of writing strategies to</i></b></p>	<p>All children in year 4 to year 6 have access to a digital device (iPad). Early signs show that children have increased their independence within the classroom and are beginning to actively reflect upon</p>	<p>DM</p>	<p>July 21</p>

Year 6 – Spring 1 Year 5 – Spring 2 Year 4 – Spring 2	<p><i>promote pupil independence and metacognition – support all learners to become effective and independent learners in writing</i></p> <p><i>£15,975 (December – August)</i></p>	their learning, particularly within their writing. Devices have also allowed effective and timely assessment of learning to take place using the learning by questions programme.		
<b>Total budgeted cost</b>				<b>£98,880</b>
				<b>Cost paid through Covid Catch-Up</b>
				<b>£47,520</b>
				<b>Cost paid through school budget</b>
				<b>£46,860</b>
				<b>Cost paid through Teach First</b>
				<b>£4500</b>