

# Catch-Up Premium Plan 2020-21- Secondary



Summary information					
MAC	The Romero Multi Academy Company				
Academic Year	2020-21	Total Catch-Up Premium	£84,320	Number of pupils	1095 (Year 7-11)

## Guidance

Children and young people across the country have experienced unprecedented disruption to their education due to the coronavirus (COVID-19) pandemic. We predict that 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 of catch-up funding 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>

	Supporting parent and carers
	Access to technology
	Summer support

### MAC Strategy

A working party for the MAC is undertaking the planning and use of the funding. Barriers to learning are being identified at school and MAC wide level. Bespoke support for pupils is being identified by need and planned to ensure measurable impact can be captured. A detailed planning and impact document will be produced to share at Board, Core Committee and LAC levels.

### Identified impact of lockdown

**All schools identified the impact of the lockdown on our children since March 2020 based on: "A Recovery Curriculum: Loss and Life for our children and schools post pandemic", Carpenter and Carpenter (2020)**

The questions below, based on the 5 levers, helped us identify the support our recovery curriculum requires:

- RELATIONSHIPS "We can't expect our students to return joyfully, and many of the relationships that were thriving, may need to be invested in and restored"
- COMMUNITY "We need to listen to what has happened, and understand the needs of our community and engage them in the transitioning of learning back into school"
- TRANSPARENT CURRICULUM "All will feel like they have lost time in learning and we must show them that we are addressing these gaps... to heal the sense of loss."
- MEGACOGNITION "Students will have been learning in different ways. It is vital that we make the skills for learning in a school environment explicit to our students to reskill and rebuild their confidence as learners"
- SPACE "To be, to rediscover self, and to find their voice on learning. It is only natural that we all work at an incredible pace to make sure this group of learners are not disadvantaged against their peers, providing opportunity and exploration alongside the intensity of our expectations"

**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)	Review date
<p><u>Literacy / Numeracy</u>                      GL assessment used to identify levels in numeracy and literacy in order to baseline Year 7 cohort.                      Significant gaps to be addressed through intervention programmes.</p>	<p><b>NGRT (£5601.60)</b>   <b>GL Maths Assessment (£3690)</b></p>	<p>Autumn Term:  <u>Year 7</u></p> <p>All year 7 students completed the NGRT test to obtain a reading and spelling age. This identified that 79 students were not secondary ready, as their spelling and/or reading ages were below 10 years. During the Spring term these students will receive intervention to improve their reading and/or spelling ages, so they can access the secondary curriculum. These interventions will be carried out by the Trinity team and EAL team.</p> <ul style="list-style-type: none"> <li>• 29 SEND students in Year 7 require intense intervention for either reading, spelling or both (break down = 8 spelling, 4 reading, 17 both). They have reading and/or spelling ages below age 10 years.</li> <li>• 36 students in Year 7 are below secondary ready (break down = 7 spelling, 14 reading, 15 both). They have reading and/or spelling ages below age 10 years. These students are not currently identified as SEND or EAL.</li> <li>• 14 EAL students in Year 7 require intense intervention for either reading, spelling or both (break down = 4 spelling, 5 reading, 5 both). They have reading and/or spelling ages below age 10 years.</li> </ul> <p><u>Spring Term</u></p> <ul style="list-style-type: none"> <li>• Students identified were given intervention, either toe by toe, precision teaching or stairway to spelling.</li> </ul>	<p>All year 7 students carried out the NGRT test during the Autumn term and then were retested during the Summer term. Those identified as not being secondary ready had interventions to close gaps.</p> <p>68% improved reading age</p> <p>77% improved spelling age</p>

		<p>They had a number of 20 minute sessions per week, with a HLTA.</p> <p><b>Summer Term</b></p> <ul style="list-style-type: none"> <li>• Students continued with interventions</li> <li>• NGRT was carried out again at the end of the term and these results were analysed.</li> </ul>	
<p><u>Student Wellbeing</u></p> <p>The physical and mental wellbeing of students has likely declined during lockdown (as per EEF, OfSted). A programme of sports related activities to be launched as a post school provision with all students encouraged to attend their year group provision. Increased physical activity proven to have positive mental wellbeing implications.</p>	<p><b>A qualified sports coach will be contracted to provide provision appropriate to age group and fitness levels.</b></p> <p><b>Spring term, 2 hours per week, for 13 weeks. at £50 per hour = £1300</b></p> <p><b>Summer term, 2 hours per week, for 13 weeks. at £50 per hour = £1300</b></p> <p><b>Total = £2600</b></p>	<p>To be started during the summer term.</p> <ul style="list-style-type: none"> <li>• <b>Basketball Coaching</b> (£35 per session, 2 hours per week) - 4 hours per week, 2 hours free, 2 hours costed Friday Year 11 p4 - 20 students (10 boys/10 girls varies in terms of students) Friday after school- 10 students (5 EAL, 1 PP) Summer term second half - 80 students have accessed over both key stages</li> <li>• <b>Tennis Coaching</b> (£35 per session) Wednesday after school - 4-12 students attending weekly</li> <li>• <b>Wasps</b> (no cost) 120 students over 2 lessons and 10 attending the after school session</li> </ul>	<p>Summer term</p>
<p><u>Leadership of Remote Learning</u></p> <p>Responsibility for developing the school's strategic approach to remote learning and ensuring staff are equipped to deliver a remote learning provision when required.</p>	<p><b>Teaching and Learning responsibility post for a fixed term until August 2021. (TLR 2b = £5,205.41)</b></p>	<p>Post started at the end of the Autumn term</p> <p><b>Spring Term</b></p> <p>Ensured all students who were isolating had access to work either via google platform or paper packs. Allocated 148 DFE devices and 8 dominated devices during recent school closures. Planned and uploaded a range of CPD material to support staff deliver remote learning. Link with parents via virtual learning email to answer any queries Completed website compliance for remote learning Since school has opened, an additional 18 DFE devices have been given out for periods of isolation and students with injury, to support with access to the curriculum</p>	<p>Ongoing throughout the year</p>
<b>Total budgeted cost</b>			<b>£17,097.01</b>

ii. Targeted approaches			
Desired outcome	Chosen action/approach	Impact (once reviewed)	Review date
<u>Intervention programme</u> Students identified through GL Assessments to receive support in diminishing gaps in learning, through a package of trademarked, tailored interventions.	<b>Targeted intervention HLTA delivery (2 x £1720 = 34,410)</b> <b>(GL assessments costed above)</b>	Spring term and continued into summer term - 1 HLTAs to support with behaviour The HLTA supported with key worker students during the school closure and then when school returned supported with movement around the site. They have selected students they work for mentoring. The impact so far is: <ul style="list-style-type: none"> <li>80% of those being mentored had a reduction in the behaviour incidents logged, and on average this reduction is 60%</li> <li>100% have received achievement points</li> <li>100% of students have had a reduction in II visits, since mentoring has begun. 20% of students mentored have had no visits to II since school reopened in March. 60% of students the reduction has been by 60%</li> <li>60% of students have had a reduction in the number of hotspots called, 40% have remained the same.</li> </ul>	
<u>Mental Health support</u> 2 X Staff trained and resources provided by MIND to deliver anxiety group sessions on a 5 week	<b>Course and resources from MIND (£0)</b>  <b>Staff costs -</b>	<b>Autumn Term</b> 25 students completed the programme. Y7 - 5	Termly

<p>programme. Programmes will run throughout the year to maximise number of students supported.</p>	<p><i>(staff 1: 36 weeks, 4 hours per week = £2,338.56 based on £16.24 per hour)</i>  <i>(staff 2:wage covered in PP)</i>  <b>Total : £2,338.56</b></p>	<p>Y8 - 6 This was stopped after three weeks due to year 8 isolation periods.  Y10 - 6  Y11 - 7 - however due to the amount of isolation periods and then year 11 mock exams, the year 11 students asked for the course to resume after the christmas holidays - however I was still seeing some of the students on a one to one basis and have continued through lock down via video call.  The students have start questions and the same set of ending questions. These questions relate to their feelings and are marked on a scale of “none of the time, rarely, some of the time, often and most of the time”  The year 7 and Year 10 students who have completed the course have all scaled up on most of their ending questions - to show positive results.  Other results have shown where a student had varied answers in feelings with the starter questions, by week five the student had a consistent “Often” and “Most of the Time” answer showing positive outcomes.  When students were asked what they liked about the sessions on the ending questionnaire - they left feedback of “peaceful”, “I was able to talk about my worries”, “Relaxing”, “safe environment”, “it was clear” and “good examples”  <u><b>Spring term</b></u>  During school closures, 4 students received 1:1 support within school. Once school returned 42 students identified as needing support. After 1:1 meetings, 15 students out on the mind course and 12 referrals made to a range of agencies.  <u><b>Summer term</b></u>  <u><b>1st half term of summer term</b></u>  56 students completed the MIND course, out of this 56 3 also had self-esteem and 3 1:1 sessions  Final evaluation: ‘course was relaxing’ and ‘explained why I feel the way I do’</p>	
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<p><u>Additional Maths / English Support</u>  Identified Year 11 students on grade 3/4 border in Maths and/or English to receive additional support in order to ensure content covered through lockdown is reviewed.</p> <p>Identified students in years 8 and 9 to receive specific CPG catch up intervention booklets. The subjects covered are maths, english, science, a spelling workbook and grammar one</p>	<p><b><i>Pet Xi to be contracted to provide 10 Saturday sessions for up to 40 students focussing on English and Maths (£16000)</i></b></p> <p><b><i>CPG KS3 catch up bundle - £12 per bundle</i></b>  <b><i>Year 8 - 75 bundles</i></b>  <b><i>Year 9 - 75 bundles</i></b></p> <p><b><i>Total cost: £1800</i></b></p>	<p>PET XI:  44 students involved</p> <table border="1" data-bbox="1124 563 1796 812"> <thead> <tr> <th></th> <th>Eng</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Above track</td> <td>10%</td> <td>0%</td> </tr> <tr> <td>On Track</td> <td>60%</td> <td>53%</td> </tr> <tr> <td>Below</td> <td>30%</td> <td>47%</td> </tr> </tbody> </table> <p>Students who received the bundles:  English: 86% are either on or above target or within 10%  Maths: 77% are either on or above target or within 10%  Science: 86% are either on or above target or within 10%</p>		Eng	Maths	Above track	10%	0%	On Track	60%	53%	Below	30%	47%	<p>Autumn term</p> <p>Summer term</p>
	Eng	Maths													
Above track	10%	0%													
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<b>Total budgeted cost</b>			<b>£54,548.56</b>												

iii. Wider Strategies			
Desired outcome	Chosen action/approach	Impact (once reviewed)	Review date
<u>Online Access</u> Mobile data SIMs to be provided to students so they can access online provisions where internet connectivity is usually unavailable.	<b>30 GB mobile data sims provided by Vodafone, 50 (£0)</b>  <b>30 BT WIFI vouchers to give students WIFI until July 2021</b>	February 2021: 12 allocated so far May 2021: 17 allocated so far July 2021: 18 allocated so far  BT WIFI codes: 5	On going
<u>Access to technology</u> Students to be provided devices so that they can access remote learning and online intervention packages when required. This is in addition to the devices previously provided by the DfE and LA which were limited to specific year groups / students.	<b>20 x chromebooks to be purchased and released to students as a temporary loan when required (£260 x 20 =£5200)</b>	<b>Spring term</b> 8 Devices have been distributed since school return in March for students who require them fro periods of isolation or injury  44 DFE devices are still being used to support learning - year 11  <b>Summer term</b> 18 devices distributed for students in the summer term to support homework and periods of isolation  5 devices allocated to EAL to support language acquisition	Termly
<u>Premises Alterations</u> A number of measures taken in line with Covid risk assessments to ensure that school premises are as 'covid secure' as possible and to minimise risks of transmission	<b>Additional equipment - fogging machine, masks, screens etc (£1038)</b>	The fogging machine has been used 145 times since purchase	On going
<b>Total budgeted cost</b>			<b>£6238</b>
<b>Total cost paid through Covid Catch-Up</b>			<b>£77,883.57</b>