

# Covid catch-up plan



Summary information					
<b>School</b>	The Spires College				
<b>Academic Year</b>	2021-22	<b>Total Catch-Up Premium</b>	Est £81,120	<b>Number of pupils</b>	1110

## 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 is being extended into the 2021 to 2022 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.

Use of Funds	EEF Recommendations
--------------	---------------------

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 [curriculum expectations for the next academic year](#).

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a [coronavirus \(COVID-19\) support guide for schools](#) 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.

The EEF advises the following:

- Teaching and whole school strategies
- Supporting great teaching
  - Pupil assessment and feedback

Targeted approaches

- One to one and small group tuition
- Intervention programmes
- Extended school time

Wider strategies

- Supporting parent and carers
- Access to technology

Identified impact of lockdown	
<b>Progress across subjects</b>	<p>Subject leaders have evaluated curriculum content which was not delivered or was taught remotely during the lockdown. From this, subject leaders have identified key concepts, knowledge and skills that must be covered in order to access future curriculum content. Teachers are planning to cover identified content as appropriate in the schemes of learning and are using informal assessments to continue to assess gaps in learning that require further support.</p> <p>The impact of lockdown on reading and literacy levels has been significant. Year 7 NGRT scores are lower than any other year group.</p> <p>Wider opportunities to enhance the curriculum and build cultural capital away from the classroom have been reduced.</p>
<b>Attendance</b>	<p>Although inline with national averages, attendance is lower than usual with levels of persistent absence significantly.</p>
<b>Transition</b>	<p>During lockdown, Year 6 students were able to attend a virtual tour and information evening and received welcome messages from tutors and subject staff. In addition to these events, some families were able to attend a transition meeting in college.</p> <p>Staff from the college were unable to visit students in their Primary schools. Although transition meetings took place virtually, this, in addition to the absence of SATS results has provided less assessment information than normal.</p> <p>Summer school helped with the transition and is a vital part of our programme. It is vital we continue to build opportunities for Year 7 students to adapt to the social and academic demands of secondary school.</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>Remote teaching is highly effective and ensures that students working remotely are not academically disadvantaged by their experience.</p> <p>Students across all year groups know how to revise effectively and use these strategies to embed learning in their long term memory.</p>	<p><b>Remote learning lead appointed to coordinate and lead provision.</b> <b>(£2400)</b></p> <p><b>CPD opportunity for staff to identify evidenced based best practice.</b></p> <p><b>College approaches to revision agreed and explicitly taught to students. Staff CPD based on research evidence delivered to ensure consistent implementation across the college.</b></p>		<p>HoDs</p> <p>MGE/TNI</p> <p>SLT</p>	<p>Dec '20</p> <p>Ongoing</p> <p>Ongoing</p>
<p><u>Teaching assessment and feedback</u></p> <p>Year 7 students are set appropriately and assessment information is used effectively to plan for individual need.</p> <p>Gaps in reading and numeracy are identified.</p>	<p><b>Purchase and use CATS tests effectively. Ensure data from the assessments are used to inform planning and to support students with individual needs through effective CPD.</b> <b>(£2300)</b></p> <p><b>The use of diagnostic numeracy assessments for all students in mathematics and NGRT assessments for reading across Years 7-11.</b> <b>(£7800)</b></p>		<p>MGE/SLD</p> <p>HYN/MGE</p>	<p>Testing Sept '21</p> <p>Data CPD Oct '21 &amp; Feb '22</p> <p>Oct '21</p>
<p><u>Cultural capital</u></p> <p>Student gain opportunities to enhance the taught curriculum outside of the classroom.</p>	<p><b>Year trip to see Animal Farm at the Theatre Royal, Plymouth. The text is part of the reading cannon for Year 9.</b> <b>(£5100)</b></p>			
<b>Total budgeted cost</b>				<b>£ 17600</b>

**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 receive the individual and small group support required to fill gaps in their knowledge and prepare them for the next stages of learning.</p>	<p><b>Science mentor employed through the national academic mentors programme.</b> <b>(£6100)</b></p> <p><b>Maths mentor deployed more forensically using the results of numeracy assessment, as well as feedback within departments.</b></p> <p><b>Use EEF toolkit to support the choice of effective strategies.</b></p>		SLD/HGS	Oct '21
<p><u>Intervention programme</u></p> <p>Students access high quality tuition outside college that enable them to make additional progress to access their next stage of learning.</p> <p>Use information from reading assessments to target specific interventions for selected students.</p>	<p><b>Online tutoring through mytutor and the national tutoring programme.</b> <b>(£10200)</b></p> <p><b>Interventions matched to the needs of individual/groups of students.</b> <b>(£5000)</b></p>		SLD	Jan '21
<p><u>Year 11 intervention</u></p> <p>Specific targeted support available in all subjects for Year 11 student after college.</p>	<p><b>Support sessions in Autumn term 2021. Intervention programme running between January and February 2022.</b></p> <p><b>Full revision programme from February 2022.</b></p>		SLD	Oct '21
			<b>Total budgeted cost</b>	<b>£21300</b>

<b>iii. Wider Strategies</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Impact (once reviewed)</b>	<b>Staff lead</b>	<b>Review date?</b>
<u>Supporting parents and carers</u>  Staff support the engagement of parents through virtual sessions and offer useful feedback as to the progress of their child.	<b>Purchase of an online platform for parents' evening.</b>  <b>Purchase additional webcams to enable staff to access video meetings with parents</b>		KAY	Nov '21
<u>Access to technology</u>  Students who are not able to attend college for covid related reasons have access to devices and internet service to ensure they are not disadvantaged by their absence.	<b>Increase license capacity for software on new devices.</b>		SLD/MZB	Dec '21
<u>Supporting transition</u>  Year 7 students who did not have the opportunity to engage with a full transition experience are provided with experiences beyond the classroom.  All Year 6 students receive a full transition experience.	<b>Year 7 residential trip accessed by all students to develop wider skills to enhance the school experience.</b>  <b>Summer school in August 2022 to be funded to enable all students to access the full transition event.</b>		KAY  KAY	April '22  June '22
			<b>Total budgeted cost</b>	<b>£ 27000</b>
			<b>Overall cost</b>	<b>£ 65900</b>