

## Grange Academy Coronavirus (COVID-19): Catch-up Funding Plan

The government is providing schools with £650 million of universal catch-up premium funding for the 2020/2021 academic year. The aim of the funding is to help pupils catch up on education they have missed due to the coronavirus (COVID-19) pandemic. Schools should use this funding for specific activities to support their pupils to make up for lost teaching over the previous months. While funding has been allocated on a per-pupil or per-place basis, schools should use the amount available to them as a single total from which to prioritise support for pupils according to their needs. Schools do not need to spend the funds in the financial year beginning 1 April 2020, and may carry some or all catch-up premium funds forward to future financial years if they wish.

This plan outlines how Grange plans to use this funding for the whole school, targeted support and wider areas. The plan will be evaluated informally at the end of the Autumn and Spring terms and formally, alongside the end of year audit of our School Development Plan, in July 2021.

### Catch-up plan

<b>Academic year:</b>	2020-21
<b>Total number of pupils qualifying for payment:</b>	120
<b>Total catch-up budget:</b>	£33600
<b>Date of review:</b>	July 2021

## A. Teaching and whole-school strategies

Action	Impact	Cost	Staff lead	Evaluation (July 2021)
Purchase standardised phonics assessment materials to help gauge gaps in learning in literacy and reading.	Identify particular areas where pupils have forgotten or misunderstood key concepts, to ensure that new material being covered builds on secure foundations. Identify pupils who would benefit from additional catch-up support. Pupils word gap and phonetic knowledge improved and in turn reading improves.	£6200 Lexia £286.79	Subject Leaders of English & maths	<ul style="list-style-type: none"> <li>Standardised baseline assessments in place for both reading and spelling</li> <li>Gap analysis used to target pupils for intervention</li> <li>94% of pupils in secondary and primary have made expected or better than expected reading progress.</li> <li>96% of pupils in secondary and primary have made expected or better than expected writing progress</li> </ul>
Wellbeing interventions, led by dance teacher.	Pupils have been very inactive during lockdown and several have put on weight and have not been doing regular exercise. Pupils' wellbeing and health will be improved through regular activity and creative movement.	£1440 per 6 weeks £4320		<ul style="list-style-type: none"> <li>All pupils have participated in additional movement activities on a weekly basis.</li> <li>They have participated in making videos for BILTT which helped to boost moral and self- confidence.</li> </ul>
Production of online videos. Operate numerous, small group, face to face events in school during the Spring and Summer terms rather than one whole year group event.	Remote learning is enhanced through videos produced in various subjects. Positive transition experience for pupils and parents.	£5200 JS		<ul style="list-style-type: none"> <li>100% of pupils have accessed a laptop or Ipad for home learning/ homework or to use in class.</li> <li>Families have reported that they have enjoyed the tasks sent home and found it easy to communicate progress using Evidence Me, email.</li> <li>Many children have reported that they have enjoyed the videos (especially the silly assemblies) and have even been inspired to make their own characters for them.</li> <li>The White Rose Maths videos were useful for over learning and guiding both non specialist staff and parents through the units resulting in 97% of pupils making expected or better than expected progress in Maths.</li> </ul>
Teachers and LSAs used to cover classes in instances of	High quality teaching and learning maintained.	£2,300		<ul style="list-style-type: none"> <li>Staff have been allocated bubbles to work with and this has helped with a consistent expectation, routines and impacted positively on teaching and learning.</li> </ul>

Covid-related staff absence.				<ul style="list-style-type: none"> <li>94% pupils achieved expected or better than expected progress in reading.</li> <li>96% pupils achieved expected or better than expected progress in writing.</li> <li>97% pupils achieve expected or better than expected progress in Maths.</li> </ul>
<b>Total spend:</b>			£18306.79	

## B. Targeted support

Action	Impact	Cost	Staff lead	Evaluation																																			
One to one and small group support for pupils identified as having gaps in learning is delivered by teachers and LSAs, priority will be literacy and numeracy.	Gaps in learning are filled with reinforcement of key concepts such that pupils can make at least expected progress.	£8,000	SENCo to coordinate intervention.  SLs (English and maths) to identify pupils and classes in consultation with teachers.	<ul style="list-style-type: none"> <li>One to one support has continued and enables some pupils with gaps to successfully complete their exams confidently.</li> </ul> <p><u>Spelling:</u></p> <table border="1" data-bbox="1451 933 2114 1449"> <thead> <tr> <th></th> <th></th> <th>ASC</th> <th>Primary</th> <th>Secondary</th> </tr> </thead> <tbody> <tr> <td></td> <td>LTE</td> <td>9%</td> <td>14%</td> <td>9%</td> </tr> <tr> <td>1-3 months progress</td> <td></td> <td>29%</td> <td>26%</td> <td>40%</td> </tr> <tr> <td>4-7 months progress</td> <td></td> <td>5%</td> <td>17%</td> <td>19%</td> </tr> <tr> <td>8-12 months progress</td> <td>BTE</td> <td>14%</td> <td>10%</td> <td>11%</td> </tr> <tr> <td>12+ months progress</td> <td></td> <td>33%</td> <td>5%</td> <td>15%</td> </tr> <tr> <td></td> <td>EOBTE</td> <td>91%</td> <td>86%</td> <td>91%</td> </tr> </tbody> </table>			ASC	Primary	Secondary		LTE	9%	14%	9%	1-3 months progress		29%	26%	40%	4-7 months progress		5%	17%	19%	8-12 months progress	BTE	14%	10%	11%	12+ months progress		33%	5%	15%		EOBTE	91%	86%	91%
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				<ul style="list-style-type: none"> <li>From September 2019- April 2020 (7months) more students than usual made negative progress due to remote learning, however this was addressed through a variety of bespoke interventions.</li> <li>ASC students have performed particularly well with one ESL student making 1 year 11 months' progress in just 7 months.</li> </ul> <p><u>Reading:</u></p> <table border="1"> <thead> <tr> <th colspan="5">Summer Term</th> </tr> <tr> <th></th> <th>LTE</th> <th>E</th> <th>BTE</th> <th>EOBTE</th> </tr> </thead> <tbody> <tr> <td>ASC</td> <td>14%</td> <td>45%</td> <td>41%</td> <td>86%</td> </tr> <tr> <td>Primary</td> <td>0%</td> <td>47%</td> <td>53%</td> <td>100%</td> </tr> <tr> <td>Secondary</td> <td>8%</td> <td>57%</td> <td>36%</td> <td>92%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>From September 2019- April 2020 (7months) 3 students made 2 years' progress in reading in this 7-month period. As with spelling there are a few students who are receiving extra interventions and benefiting from our recovery programme to restore pre-lockdown levels.</li> </ul>	Summer Term						LTE	E	BTE	EOBTE	ASC	14%	45%	41%	86%	Primary	0%	47%	53%	100%	Secondary	8%	57%	36%	92%
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Wellbeing interventions, led by Emotional support worker, for specific pupils whose emotional wellbeing is fragile. (Focus on self-awareness, self-management, social skills, self-esteem and anxiety).	Pupil anxieties decrease and they can therefore fully engage in lessons.	£100 Resources	FB Intervention team	<ul style="list-style-type: none"> <li>100% pupil engagement.</li> <li>Pupils who have needed additional support have been allocated interventions to validate their feelings, develop their resilience and skills to manage conflict and emotions. Additional time was set aside for 1:1 work as well as support for families which has been both welcomed and enabled pupils to return to class and engage with learning.</li> </ul>																									
<b>Total spend:</b>		£ 8100																											

## C. Wider strategies

Action	Impact	Cost	Staff lead	Comments
Purchase technology required to run teaching virtually.	Teaching can still operate in a meaningful way with input from parents, pupils and other stakeholders. Evidence Me, Timetable RockStars, Numbots, Kahoot, Purple Mash	£600	SENCo	<ul style="list-style-type: none"> <li>All pupils have access to laptops and software that enable them to work fluidly at home and at school.</li> <li>Pupils have used more online platforms to enhance their skills.</li> <li>82% of parents engaged with staff using Evidence Me and reported that they were able to support their children effectively using it.</li> </ul>
Purchase laptops which can be used specifically for online virtual learning and parents' meetings.	Communication with all stakeholders and external agencies is maintained at pre-Covid level. Safeguarding and other statutory obligations can be fulfilled.  Pupils have access to technology to enhance online learning.	£6000	HOS	
Post work packs home to pupils in the event of self-isolation (of individuals, year groups).	Some pupils as above.	£400 (approx. £60 to send one pack to a whole year group)	Form teachers to coordinate collection of work. HL	<ul style="list-style-type: none"> <li>Pupils who have preferred to use work packs which have been ready to use at home when home learning has kicked in.</li> </ul>
Provide regular and supportive communications with parents	Increase attendance and engagement with learning. Parents reassured re. Covid-related issues.	£100	JAL	<ul style="list-style-type: none"> <li>Communication between home and school has been outstanding and parents have worked well with staff to ensure that all pupils continue to learn despite challenges.</li> <li>Whole school attendance was 96.2%</li> </ul>
<b>Total spend:</b>		£7100		

## Summary report

### What is the overall impact of spending?

- Non-specialist staff have been upskilled and supported to use unfamiliar subject content.
- 100% of pupils are using a range of resources to develop their reading and phonic skills.
- 100% of pupils have been given the opportunity to engage in enrichment activities that are physical and fun. All pupils have participated in Dance, Forest School, Charanga, fun assemblies and off timetable days.
- Every child has access to a laptop or an iPad that can be used in school and at home to compliment learning or access remote learning when needed.
- Families have reported that they have enjoyed the tasks sent home and found it easy to communicate progress using Evidence Me, email.
- Many children have reported that they have enjoyed the videos (especially the silly assemblies) and have even been inspired to make their own characters for them.
- The White Rose Maths videos were useful for over learning and guiding both non specialist staff and parents through the units.

- Staff have been allocated bubbles to work with and this has helped with a consistent expectation, routines and impacted positively on teaching and learning.
- Families have reported that they have enjoyed the tasks sent home and found it easy to communicate progress using Evidence Me, email.
- Many children have reported that they have enjoyed the videos (especially the silly assemblies) and have even been inspired to make their own characters for them.
- The White Rose Maths videos were useful for over learning and guiding both non specialist staff and parents through the units.
- Staff have been allocated bubbles to work with and this has helped with a consistent expectation, routines and impacted positively on teaching and learning. More children have continued to achieve expected or better than expected progress in both math and English. And all pupils who were on track to achieve qualifications work has been submitted.
- During learning walks it has been noted that there is 100% engagement with all pupils. Pupils who have needed additional support have been allocated interventions to validate their feelings, develop their resilience and skills to manage conflict and emotions. Additional time has been set aside for 1:1 work as well as support for families which has been both welcomed and enabled pupils to return to class and engage with learning.
- Pupils and staff are accessing and using laptops and software that enable them to work fluidly at home and at school. More pupils have continued to use the online platforms.
- From September to April, in spelling 91% of ASC pupils have made expected or better than expected progress. 86% of Primary pupils have made expected or better than expected progress and 91% of Secondary Pupils have made expected or better than expected progress.
- In reading, Reading from September - April 86% of pupils in ASC made expected or better than expected progress, 100% of Primary pupils made expected or better than expected progress and 98% of secondary pupils have made expected or better than expected progress. The data for reading reflects the robust teaching of reading and comprehension across the school. Although we have yet to see a full year's evidence of normal school on our new book band initiative and our secondary short reads, the signs are positive. In fact, 3 students made 2 years' progress in reading in this 7-month period.
- Some families have preferred to use work packs which have been ready to use at home when home learning has kicked in.
- Communication between home and school has been outstanding and parents have worked well with staff to ensure that all pupils continue to learn despite challenges.

#### **How will changes be communicated to parents and stakeholders?**

- LAB report
- Newsletter
- Weekly discussions with parents
- Parent teacher evenings
- Website

#### **Final comments**

Pupils have benefited greatly from the extra resources, laptops, software, 1:1 sessions and enrichment activities. The weekly newsletter depicts how the money has positively impacted over time and 87% of pupil report that they have the right things in lesson to help them learn more. 89% of pupils surveyed reported that they enjoyed using the equipment to enhance their learning, 88% were able to do more work because of access to IT equipment and were more confident in using Microsoft office. The additional budget allocation has also helped staff to develop ICT skills and support pupils in a variety of ways. Parents have acknowledged the excellent support that the school is offering and also reported that they are pleased with the progress that their children are making both in 1:1 discussions and as part of their EHCP reviews.

<b>Final spend:</b>	<b>£33 506. 79</b>
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