

Catch Up Premium spending plan 2020-2021

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.

Although all children have had their education disrupted by the coronavirus (COVID-19) outbreak, it is likely that disadvantaged and vulnerable groups will have been hardest hit. That is why, alongside the universal catch-up premium, the National Tutoring Programme has been launched to provide additional, targeted support for those children and young people who need the most help

At Lawn Manor Academy, we aim to deliver quality first teaching to all pupils, regardless of social background. However, through extensive evaluations and strategic planning, we have a catalogue of support strategies in place for our pupils, in particular those pupils detailed above.

Funding allocation:

Schools' allocations will be calculated on a per pupil basis, providing a total of £80 for each pupil.

Our overall aims are:

The Lawn Manor Academy Catch Up plan aims to address academic and pastoral gaps that exist due to school closure.

How are we spending our Catch Up funding?

1. Identifying pupils with larger than expected gaps in knowledge, skills and learning behaviours and using strategies to fill these gaps
2. Implementing a personal approach to teaching, learning and intervention across all year groups and subjects to close any gaps
3. Providing access to pastoral support to ensure pupils are able to successfully return to school and thrive in lessons

School Overview 2020-2021	
Metric	Data
School name	Lawn Manor Academy
Pupils in school	790
Proportion of disadvantaged pupils	37%
Catch Up Premium allocation this academic year	£63,520
Publish date	November 2020
Review date	September 2021
Statement authorised by	Sandra Muir (Headteacher)
Catch Up lead	Marek Koza (Assistant Headteacher – Achievement)
Governor lead	Jane Hext

Potential Barriers

At Lawn Manor Academy it is our intention to ensure that any barriers to progress are removed for all our pupils. Through analysing data and information we have on pupil engagement in learning during lockdown, and drawing on national research and guidance, we have identified the following specific barriers our pupils may face:

1. Reading skills could have stagnated for many of our pupils due to not having access to appropriate reading material and the encouragement or opportunity to read regularly
2. The vocabulary of pupils, particularly the exposure to second and third tier language, may have decreased and widened the knowledge gaps for many pupils
3. Pupils coherent understanding of basic mathematical concepts may have decreased, especially for those pupils coming into Year 7
4. Financial hardship and lockdown restrictions could have resulted in pupils experiencing a lack of cultural capital, and may also mean that basic equipment such as calculators are unaffordable
5. Attendance of pupils may be below the expected standard due to a number of factors, such as, health worries or worries of not being able to fill the gaps in their learning

Catch Up strategy 2020-2021

Teaching and whole-school strategies	
Measure	Activity
Priority 1 Every teacher is supported and prepared for the 'new normal' to ensure the best outcomes for pupils	Curriculum areas will review their sequencing following lockdown and restructure as necessary to ensure key knowledge/skills have been covered before delivering new content. Prior knowledge will be assessed using baseline assessments and low stakes quizzing
	We have invested in an online CPD provision to minimise the risk of sending staff to external CPD providers and give staff ownership of their own CPD journeys
	Implementation of new technology and software is supported by a robust training programme, through live training sessions, forums and access to appropriate support material
	A bespoke induction programme for early career teachers has been created that addresses teaching strategies and CPD through weekly sessions delivered by effective practitioners across the school
	Coaching programme will be used to support teachers with their classroom practice during the restrictions that are in place due to Covid-19
	Performance management CPD needs and those identified through coaching will be tracked and addressed, either through whole school CPD sessions for common CPD needs or bespoke CPD for individual teachers
Priority 2 Staff have sufficient time and resources to be able to effectively identify those pupils who the most in need to targeted support or intervention <i>See below for how pupils will be identified for additional support</i>	Co-planning to form part of the increased time allocation given to departments to analysis pupil work and identify key misconceptions that can be addressed in subsequent lessons
	Regular low stakes quizzing to take place to assess gaps in pupil knowledge, with time being increased for this due to the removal of preliminary exams in November – one set of preliminary exams are planned for Term 3
	CPD on effective feedback, modelling and questioning to form part of our weekly CPD briefings along with the strategies being discussed and honed in department meetings
	CATs and GL reading assessments to be used with Year 7 pupils to identify those that are below expected standard
	Marking protocols will be reviewed to ensure that government guidance is followed, ensuring it is safe to do so for both pupils and staff
Barriers to learning these priorities address	1-3

Targeted support	
Measure	Activity
Priority 1 A robust academic support provision in place to compliment the learning taking place in lessons to fill the gaps in knowledge of those pupils that have been identified as being most in need	Targeted pupils to be invited to small group period 6 sessions to cover topics that will address identified gaps in knowledge across all subjects
	Targeted pupils to be invited half term support sessions over the academic year to address identified gaps in knowledge across all subjects
	GCSE Pod to be utilised to ensure pupils have access to quality revision resources outside of lessons
	A revision techniques session will be held for Year 11 pupils that will focus on effective strategies that pupils can use outside of lessons to revise
	Maths revision packs to be provided to all Year 11 pupils to enhance the home learning taking place
	Bespoke revision folders will be created for GCSE pupils to ensure that they have access to appropriate revision material outside of their lessons, this will be supplemented by a pupil and parent evening on effective revision and preparation for exams
	National Tutoring Programme Academic Mentors will be appointed and directed to work with targeted pupils to fill gaps in knowledge that may have developed during lockdown - English and Maths focus
	Online tuition will be put in place for targeted individuals through the National Tutoring Programme
Priority 2 Literacy strategies in place to address the extend period of time that pupils may have not been exposed to the level of reading and writing that they normal would have when in school	Daily structure to make use of transition time between lessons, with increased reading to help return pupils to a positive learning routine, improve reading confidence and develop vocabulary
	Newly created role to promote reading and vocabulary across the school has been created, this member of staff will implement a series of researched strategies in increase the competency of reading and vocabulary knowledge of pupils across the school
	Key tier 2 and tier 3 vocabulary to be taught explicitly across the school, with list of vocabulary put together by RSL that links with the subject SoL
	Low stakes quizzes to be introduced to check the understanding of pupils of key tier 2 and 3 vocabulary from all subjects
	Appoint an additional Cover Supervisor to ensure continuity for routines and literacy strategies being embedded during teacher absences
	Reading platforms to be used to raise the reading ages of those pupils significantly below their actual age
Barriers to learning these priorities address	1-3

Wider strategies	
Measure	Activity
Priority 1 Pastoral staff provide additional support, with a focus on providing regular and supportive communications with parents and carers, especially to increase attendance and engagement with learning	Throughout lockdown, videos were created to support the transition of pupils from Year 6 into Year 7, preparing them for September
	Software will be put in place to ensure that parents meetings and evening are as effective as possible to continue the close relationships that were fostered during lockdown
	We will be sharing information about our school with parents via our weekly newsletter, regular letters, bookable tours with the leadership team and by creating an open evening video showcasing the school
	Opportunities for addressing mental health and wider social issues from lockdown will be added to our I LEARN and assembly programmes, with an increased focus on wellbeing
	CPD opportunities that address mental health issues and supporting pupils with their wellbeing will be made available to staff across the school – not only staff in pastoral roles
	Bespoke induction programme in place for Year 7, including team building activities and opportunities to experience the transition that they missed out on due to lockdown
	Recruit an educational welfare officer to ensure good attendance routines are established on the return to school
	Pupils receive academic mentoring with a focus on removing barriers to learning, providing additional academic/pastoral support and engaging parents
Priority 2 Using technology effectively to improve the extent at which pupils can learn at home and removing the barrier for those pupils where this may be an issue	CPD briefings used to support staff in accessing the technology that will be used to enhance pupils home learning in the event of a further lockdown or any instances of self-isolation
	Analysis of home learning engagement during lockdown to be used to identify those pupils that may not have access to the required technology at home
	Acquire more laptops that can be donated to pupils that require them to support home learning e.g. from local business donations
	Provide the appropriate technology for those pupils that are in need of it to ensure home learning is able to take place
	Physical resources to be supplied to support catch up where this is deemed a barrier to learning e.g. digital devices, revision guides, online learning platforms
Barriers to learning these priorities address	4-5

How will pupils be identified for targeted support?		
Route 1: Known academic gaps	Route 2: Unknown academic gaps	Route 3: Pastoral support need
Pupils prioritised for initial meetings in September to assess needs for academic mentoring/additional in class support/pastoral intervention immediately	Teacher referral to curriculum leader/SLT lead due to poor baseline leading to additional class support, academic mentoring, or 1-1/small group tuition	I LEARN tutor or teachers raise concerns with YL
Regular data collections were taken over the lockdown period to ascertain which pupils were fully, partially or not engaging with their home learning	Progress Meetings to take place termly to focus on those pupils making the lowest progress	Contact was maintained with the parents and carers of vulnerable pupils to ascertain any need for additional support
In class assessments to take place at regular intervals to identify potential gaps in knowledge and the need for additional intervention sessions	Concerns raised through classroom teachers to RSLs during weekly department meetings	Attendance officer to monitor patterns or concerns in attendance and raise with appropriate staff – using the newly appointed EWO for support
Question level analysis to take place after preliminary exams to inform the planning of lessons and topics for intervention sessions	Cognitive ability tests (CATs) and reading tests to address requirements for numeracy/literacy support to become 'secondary ready'	Behaviour entries flag concern leading to YL intervention to identify potential issues
Homework used to identify gaps in pupil knowledge, online learning platforms prove useful for this	Missing homework deadlines regularly may indicate a fear of failure due to gaps in knowledge	Home learning survey to identify pupils with potential barriers to virtual home learning
HIMCD sheets are a mechanism for teacher to analyse pupil performance and identify pupils for targeted support	Data overview sheet used to identify key sub groups of pupils across the school who may require additional support	Pupils were prioritised for face to face meetings in the summer term. Where concerns still existed pupils are monitored
Tutor or mentor identify gaps in knowledge	Parents or carers raise concerns over their children discussing issues with understanding	Transition support offered by Transition Officer and YL, where needs are assessed and addressed

Monitoring and implementation		
Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days and additional time given in meeting time to departments to focus on CPD. In addition, an investment has been made into online CPD opportunities
Targeted support	Ensuring that interventions supplement what the pupils are learning in lessons and that they are targeted towards appropriate pupils to ensure maximum impact	Interventions to form part of triangulation and line manger meetings with SLT leads. Lead Professional for pupil progress to oversee academic interventions and work closely with the Assistant Headteacher Achievement
Wider strategies	Engaging the families facing most challenges	Working closely with the newly appointed RWBAT EWO to implement successful strategies to improve attendance. Strong pastoral support from YL to identify barriers to learning and attendance.



Glossary

AHT	Assistant Headteacher
CPD	Continued Professional Development
EWO	Education Welfare Officer
EEF	Education Endowment Fund. A charity that undertakes rigorous evaluation of projects to identify the most successful in challenging the progress and attainment gap of disadvantaged learners.
FSM	Free School Meals
HIMCD	How Is My Class Doing sheets to be filled in by teachers to raise concerns to RSL and AHT for data meetings
INSET	In School Training
LAC	Looked after child
PLC	Personalised Learning Centre
PP	Pupil Premium, additional money for schools to boost attainment of disadvantaged pupils
RSL	Raising Standards Leader
SENCO	Special Educational Needs Co-ordinator
SEND	Special Educational Needs or Disability
SLT	Senior Leadership Team
TA	Teaching Assistant
YL	Year Leader