

Covid Catch-Up Funding Action Plan – Archers Brook School



Contextual Information					
School Name	Archers Brook	Headteacher	Mrs Myers-Whittaker	Academic Year	2020-21
Number of Pupils	90 (Funded 75)	Funding Allocation	£18,000	% PPG Pupils	55%

Background
<p>The government announced £1 billion of funding to support children and young people to catch up lost time after school closure due to the pandemic. This is especially important for the most vulnerable and disadvantaged backgrounds. For all schools this funding includes:</p> <ul style="list-style-type: none"> • a one-off universal £650 million catch up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time; and • a £350 million National Tutoring Programme to provide additional, targeted support for those children and young people who need the most help, which includes: a school’s programme for 5 to 16-year-olds – for more information, see the National Tutoring Programme FAQs, • and an oral language intervention programme for reception-aged children. <p>The schools funding allocation will be calculated on a per pupil basis. Special Schools will get £240 per child from Year 5 to 11.</p> <p>The DfE guidance states ‘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 curriculum expectations for the next academic year in actions for schools during the coronavirus outbreak. While schools can use their funding in a way that suits their cohort and circumstances, they are expected to use this funding for specific activities which will help pupils catch up on missed education.’</p> <p style="text-align: right;"><i>Ref: Catch up premium, published 19 November 2020</i></p>

Purpose of the Plan
<p>1 To evidence how the school is using the COVID-19 funding to resume teaching the full curriculum following partial closure in the summer term 2020</p> <p>2. To evidence how the school is using the funding for specific activities to support pupils to catch up as a result of lost teaching in the summer term 2020</p> <p>3. To enable governors and trustees to scrutinise the school's plan for and use of catch-up funding. This includes consideration of whether the school is spending the funding in line with their catch-up priorities, and ensuring appropriate transparency for parents.</p>

Accountability			
Written by	Adam Westwater	Approved by Governors	
Updated		Reviewed by Governors	

Rationale for use of Funding
<p>Our spending has been allocated based upon the Education Endowment Foundation (EEF) evidence-based approaches for catch-up in the document coronavirus (COVID-19) support guide for schools and using the recommended implementation strategies in the EEF document school planning guide: 2020 to 2021.</p>
Our Strategic Approach to Using the Funding
<p>We have adopted the 3-tier approach recommended by the EEF</p> <p>Tier 1 Teaching and whole school strategies</p> <ul style="list-style-type: none"> • Supporting great teaching • Pupil assessment and feedback • Transition Support <p>Tier 2 Targeted approaches</p> <ul style="list-style-type: none"> • One to one and small group tuition • Intervention programmes • Extended School Time <p>Tier 3 Wider strategies</p> <ul style="list-style-type: none"> • Supporting parent and carers • Access to technology • Summer Support

Our Catch-Up Priorities	Evidence Base
<p>Literacy - General Level of uptake of remote learning was low and general face-to-face teaching of students with SEN missed. Basic skills including handwriting, skill acquisition, debating and basic literacy skills have been affected lowering motivation and lack of fluency in their ability to write. For those who accessed online learning work focussed very much on computer-based work, some accessed paper based work and the majority of students accessed very little.</p>	School assessment.
<p>Literacy - Reading The majority of students have not accessed reading during the pandemic. They have not had the stimulation of the school environment and for students who are 'word poor' in skills around vocabulary the gap has widened even further.</p>	Standardised scores and implementation of new intervention.
<p>Maths - General Many units of work have not been accessed in line with year group and means that students are significantly behind. This has stalled the sequenced journey that all of the students should have taken. This means a high level of gaps in knowledge and recall of information for general maths skills.</p>	School assessment
<p>Mental Health and Well-Being The majority of students have been isolated away from peers, friends, family and routine. It is very clear that the pandemic has affected people in different ways and this has been magnified for students with SEN. This shows in the increase in mental health problems for a number of students who are both accessing school and are not.</p>	Increased level of referrals
<p>Extended Curriculum The opportunities for accessing outdoor spaces for educational purposes and learning opportunities had diminished. Students had missed out on trips, residential and accessing the local community. This hinders their opportunities to make connections between concepts and themes throughout the curriculum. These opportunities previously have clearly supported the health and well-being of students in the school.</p>	Community engagement
<p>24 Hour Curriculum The opportunities for the school 24 hour curriculum improve social communication skills and independence. This area has been lacking for an extended period of time and is central to the support that some students need to thrive in an educational environment.</p>	

<p>Attendance Motivation levels of students whom have been accustomed to being at home and now lack the resilience to re-engage back to school full time. This will impact them being even further behind in their learning.</p>	Attendance
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Tier 1 Teaching and Whole School				
Intent	Implementation of Strategies	Cost	Monitoring	Impact (by July 2021)
<p>Quality Teaching First</p>	<p>Curriculum development so that previous knowledge can be taught alongside new learning opportunities This also linked pre-requisite knowledge that had been missed due to non-engagement of remote learning opportunities.</p> <p>Revision and knowledge gap systems to support teaching for all KS4 students.</p> <ul style="list-style-type: none"> • Tassomai • GCSE Pod • Accelerated Reader 	<p>£ 359 pa £1267 pa £1566 pa</p>	<p>Subject leads monitoring</p>	
<p>Pupil Assessment and Feedback</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>The Lockdown from January to March has further heightened this.</p> <p>Further plans in place to analyse data from HAT2 to HAT4 data and increasing awareness of gaps in knowledge, students falling further behind and plans developed</p>		<p>SLT monitoring through HAT process.</p>	

	for all students and those the furthest behind.			
Transition Support	School Virtual Tour and 1:1 Meetings Re-transition of established pupils and in year pupils.		Feedback from parents and September-October Transition (2020) Phased transition process for all pupils.	

Tier 2 Targeted Approaches				
Intent	Implementation of Strategies	Cost	Monitoring	Impact (by July 2021)
One to One and Small Group Intervention	Literacy 1:1 intervention Numeracy 1:1 intervention Nurture Base – Social Communication skills development Holistic Therapies – Stress and Anxiety Reduction Art Therapy – Psychotherapy support Mental Health First Aid	£1235 £4538 £1089 £1543	Curriculum leads SENCo Monitoring	
Intervention Programmes	Bedrock learning programmes – KS3 (Whole academic year) – Literacy KS2 Reading Intervention KS3 Catch up literacy intervention programme.	£839pa £89	Middle Leaders KS2 Lead SENCo	
Extended School Time / Curriculum	Forest Schools Outdoor Education (On School Grounds) After School Clubs Rewards	£960 £1000		

Tier 3 Wider Strategies				
Intent	Implementation of Strategies	Cost	Monitoring	Impact (by July 2021)
Supporting Parent and Carers	Improved daily communication between home and school using Dojo Improved sharing of information with home.		Deputy Head	
Access to Technology	Computers in line with Catch Up Staff training for using google classrooms and supporting remote learning	£5984		
Summer Support				

Summary		
	Cost	Impact Summary Statements
Tier 1 Teaching and Whole School	£3192	
Tier 2 Targeted Approaches	£11,293	
Tier 3 Wider Strategies	£5984	
	Total Expenditure	£20,469