



Catch-Up Premium Plan

Sandal Magna Community Academy

| Summary information | | | | | |
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| School | Sandal Magna Community Academy | | | | |
| Academic Year | 2020-21 | Total Catch-Up Premium | £16,800 (plus £6,000 from 2021/22) | Number of pupils | 248 |

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 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 |
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| <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 curriculum expectations for the next academic year.</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 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.</p> | <p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> ➤ Supporting great teaching ➤ Pupil assessment and feedback ➤ Transition support <p>Targeted approaches</p> <ul style="list-style-type: none"> ➤ One to one and small group tuition ➤ Intervention programmes ➤ Extended school time <p>Wider strategies</p> <ul style="list-style-type: none"> ➤ Supporting parent and carers ➤ Access to technology ➤ Summer support |

Identified impact of lockdown

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| Maths | <p>Specific content has been missed during Summer 1 and Summer 2, leading to gaps in learning and stalled sequencing of journeys. Children still have an appetite for maths and lockdown has not affected their attitudes however they are quite simply, 'behind'.</p> <p>Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught vocabulary.</p> |
| Writing | <p>Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. GPS specific knowledge has suffered, leading to lack of fluency in writing. Those who have maintained writing throughout lockdown are less affected, however those who evidently didn't write much have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write. This had been made even harder due to the demographic of our parents who have low levels of literacy and high levels of EAL.</p> |
| Reading | <p>Children accessed reading during lockdown virtually on our school website via apps such as Lexia and Oxford Owls. This is something that was more accessible for families as parents who are unable to read or unable to read in English knew their child was being supported by using intuitive programmes that could help them. We also wanted to make sure our children had access to books online as many of our children do not have books at home. However, younger children or children still acquiring English are less fluent in their reading and the gap between those children that read widely and those children who don't is now increasingly wide. The bottom 20% of readers have struggled to retain previous skills during lockdown. This is particularly notable in KS1 where they have struggled to remember many initial sounds, struggling with basic handling of books and listening skills when returning to school in September.</p> |
| Non-core | <p>There are now significant gaps in knowledge –parts of units of work have not been taught meaning that children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts, new vocabulary and themes throughout the curriculum. Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments.</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? |
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| <p><u>Supporting great teaching:</u></p> <p>All lessons to include a range of strategies that will help all learners succeed.</p> <p>Despite the limitations placed on schools in terms of use of physical resources and the sharing of them, manipulatives are accessed regularly in Maths and this supports</p> <p>Due to bubbles and being unable to share resources freely as well as the increase in children needing additional support in school, extra maths equipment was purchased.</p> <p>Teachers to provide a solid remote curriculum whilst reducing workload</p> <p>Teachers to be trained on how to use Purple Mash and then use it confidently to create a comprehensive remote learning curriculum</p> | <p><i>KS to attend training 'EAL or Sen?' to ensure we are up to date with research to enable all learners to make progress quickly. KS to feedback to staff (£20)</i></p> <p><i>Purchase additional manipulatives for EYFS/KS1 initially. (£100)</i></p> <p><i>Extra Numicon sets were bought for KS1 classes (£218)</i></p> <p><i>New ipads were bought for staff to replace old and slow technology. (£2100)</i></p> <p><i>Purple Mash purchased, BR conducted the original training on September INSET, Ed tech trainers booked, Staff trained children in first two weeks and then set homework on it weekly from September. Staff use during IT lessons to save work on as a 'cloud' so they can show children new functions. Purple mash to be used as a platform for when isolating or in case of a national lockdown. (£1080)</i></p> <p><i>It is also being used as our IT scheme from September 2020</i></p> | | <p>KS</p> <p>LC</p> <p>SW</p> <p>CE/JP</p> <p>BR KS/CE</p> <p>BR</p> | <p>Feb 21</p> <p>Feb 21</p> |

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| Teachers to be able to conduct live teaching, where appropriate and virtual assemblies | <i>Teams to be procured by using the DFE grant. Teachers are already familiar with this and for it to be rolled out to the children and parents. To be used only in case of a national lockdown or a teacher is working from home. (£1500)</i> | | JP/KS | |
| <u>Teaching assessment and feedback</u> 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. | <i>Purchase and implement NFER tests for Reading and Maths. Complete termly tests and record assessments on QLA grids to identify gaps and hold key stage pupil progress style meetings to discuss trends and what techniques teachers could implement to accelerate learning. Writing Assessment also take place. (£116)</i> | | KS/CE | July 21 |
| <u>Transition support</u> Children who are joining school from different settings or who are beginning their schooling with Sandal Magna have an opportunity to become familiar and confident with the setting before they arrive. | <i>School is arranged and shared with all new-starters videos and pictures of the unit on our school website and Twitter page. Additional time is made to cover the teacher so that they can have socially distanced home visits with their new starter so that the child is confident in joining SMCA. (£370= 2x full day cover)</i> | | LC/JB | Jul/ Sept 2020 |
| Total budgeted cost | | | | £3904 |

| ii. Targeted approaches | | | | |
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| Desired outcome | Chosen action/approach | Impact (once reviewed) | Staff lead | Review date? |
| <u>Phonics development</u> Children in KS1 will have significantly increased rates of reading fluency and prosody. They will be able to comprehend reading better as a result of being able to read at pace without spending their working memory decoding. They will be confident readers and dips in reading attainment will be negated. | <i>Extra phonics cards to be bought for the Y2 classroom for phonics sessions. (£117)</i> | | YT | Feb 21 |
| | <i>Phonics photocopiable book purchased for Y2 to be able to complete sessions. (£45)</i> | | YT | Feb 21 |
| | <i>An additional complete set of phonically decodable reading scheme books which align with our phonics</i> | | YT | Feb 21 |

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| | <p><i>curriculum were bought to enable children to have the book they need (£3000)</i></p> <p><i>Additional release time and training to support the delivery of phonics. Phonics leader to teach in Y2 and help minimise the gap.</i></p> | | YT | Feb 21 |
| <p><u>Intervention programme</u></p> <p>An appropriate numeracy intervention, such as TT Rockstars, supports children in learning their basic arithmetic skills (Y3/4/5)</p> <p>KS2 1:3 tuition or small groups intervention to help close the gap and increase accelerated progress amongst learners</p> <p>KS1/EYFS 1:1 and small groups intervention to help close the gap and increase accelerated progress amongst learners</p> | <p><i>An intervention is identified and purchased. Staff within phases are trained and they are able to deliver the intervention confidently (inclusive of entry and exit data).</i></p> <p><i>(£170)</i></p> <p><i>A NTP tutor to provide 1:3 sessions in maths for KS2 to help raise standards quicker along with first quality teaching – from June 2021 (£8000)</i></p> <p><i>Isolating FT SMCA teacher to provide 1:1 sessions in phonics for KS1/EYFS to help raise standards quicker along with first quality teaching – from June 2021 (£8000)</i></p> | | SW CE/KS | Jul 21 Jul 21 |
| <p><u>Mental Health support</u></p> <p>Identified children are given extra support after lockdown with the support of a Mental Health First Aider.</p> <p>Children become more emotionally literate and are able to express their worries and anxieties</p> <p>Targeted classes to learn strategies with how deal with mental health issues</p> <p>Mental Health Leads to have a understanding of children's mental health and child counselling</p> | <p><i>A staff member to receive Mental Health First Aider training and then be available. (£220)</i></p> <p><i>Staff to receive training from Mental Health Champions (£185)</i></p> <p><i>All teaching staff trained in how to use 'Zones of regulations' with their class. BA to attend training which is then cascaded to staff. (£185 + book £46.60)</i></p> <p><i>One goal to complete a mental health workshop with Year 6 (£295)</i></p> <p><i>The joint Mental Health Leads to work towards becoming Child counsellors by Scarborough College (£100)</i></p> | | NR Teaching staff/BA BA KS/CG BA/JP | Feb 21 Feb 21 Dec 20 Feb 21 |

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| | | | | |
| Total budgeted cost | | | | £9363.60 |

| iii. Wider Strategies | | | | |
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| Desired outcome | Chosen action/approach | Impact (once reviewed) | Staff lead | Review date? |
| <u>Supporting parents and carers</u> Children have access to appropriate stationery and paper-based home-learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning. | <i>Stationery packs are to be purchased and set aside for children to take home when home-learning occurs if they have no access to the internet.</i> £500 | | Teaching staff | Feb 21 |
| | | | | £500 |
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| Total budgeted cost | | | | £ 16,767.60 |
| | | | Cost paid through Covid Catch-Up | All |
| | | | Cost paid through grants/ donations | £1500 |
| | | | Cost paid through school budget | 0 |
| | | | Left over | -32.40 |