

# Covid-19 Catch-up Premium

## GFM SPAP Phase strategy 2020-2021

INTENT	
GFM Catch-up Premium in the SPAP Phase INTENDS:	<ul style="list-style-type: none"><li>• To identify the effect of COVID-19 school closures on pupils' academic progress and mental wellbeing.</li><li>• To reduce the negative impact COVID-19 closures have had on pupils' mental health and wellbeing</li><li>• To provide high quality teaching for all, which enables all children to make progress.</li><li>• To reduce the gaps in learning which may have developed or grown, during school closures.</li><li>• To raise the attainment of all pupils to close the gaps created by periods of time away from classrooms.</li></ul>

### COVID-19 catch-up premium funding: summary for the SPAP Phase

SUMMARY INFORMATION			
Total number of pupils:	LWS: 55	Amount of catch-up premium received per SEN pupil:	£240 (x55)



	EA: 32 Total: 87		
Total catch-up premium budget:	£13,200 *revised with Trust input to support EA: £15,760		

CORE APPROACHES	
Stages	Core approaches to be used
<ul style="list-style-type: none"> <li>Stage 1 - Immediate responsive action (Summer 2020)</li> </ul>	End of Summer holiday camps for Y7 students to support getting back into routine and promote attendance.
<ul style="list-style-type: none"> <li>Stage 2 - Analysis of emerging need</li> </ul>	Diagnosis of emerging wellbeing and academic needs via Impact Ed, internal monitoring and frequent home school communication.
<ul style="list-style-type: none"> <li>Stage 3 - Implementation of agreed strategies</li> </ul>	EEF suggest strategies are grouped into these 3 categories:  Tier 1 - Teaching & Whole school strategies Tier 2 - Targeted support Tier 3 - Wider Strategies



<ul style="list-style-type: none"> <li>Stage 4 - Measurement of impact of spend</li> </ul>	<p>Regular review of interventions.</p> <p>Regular ratification from Executive representatives and Trustees.</p>
--	--

ANALYSIS OF EMERGING NEED	
Academic barriers:	External barriers:
Progress in English.	Mental wellbeing.
	Anxiety and nervousness linked to family Covid experience.
	Disruption to routine impacting attendance and transition.

## Implementation and impact of agreed strategies

TIER 1 -TEACHING AND WHOLE SCHOOL STRATEGIES			
Identified pupil group		Cost	
Y7 students			<b>tbc</b>
Intent	Anticipated impact	Actions	Rationale
To provide transition opportunities for Y7 students and promote attendance at the start	Strong attendance from Y7 cohort. Opportunity for peer bonding prior to the	Premier Sport Summer school (Beginning of September slot)	In recognition of the significant disruption to Y6 transition out it was felt that students would benefit from access to a programme of activities



of the new academic year.	start of term.		over the summer term. LWS had secured availability for sessions towards the end of the summer holiday to promote instilling of back to school routines and to support attendance upon return to school in the Autumn Term. Discussion with Y7 families confirmed the negative impact on routine and concerns this will affect attendance at transition point. Discussion with feeder school suggested potential issues around attendance due to lack of capacity for transition to secondary school.
Evidence of impact			
55% uptake, feedback from parents indicated that the timings of Summer school <b><i>promoted students getting back into routine and consequently supported attendance</i></b> upon return in September. Feedback from students was that they enjoyed the sessions, and were grateful to have the chance to meet peers before coming to LWS, <b><i>alleviating anxiety</i></b> . Year 7 group had 94.6% attendance for the Autumn Term, and increased attendance for the Spring Term at 96.2%.			

<b>TIER 1 -TEACHING AND WHOLE SCHOOL STRATEGIES continued</b>			
Identified pupil group	KS 4 students across LWS and EA.	Cost	<b>£3700</b>
Intent	Anticipated impact	Actions	Rationale



<p>To increase access to quality, onsite teaching for both LWS and EA for English across KS 4.</p>	<p>Increased progress in English across KS 4.  Increased engagement in English lessons across KS 4.</p>	<p>To give greater staffing capacity to allow dedicated English teaching on the LWS site (delivered by Mr Sulo) and on the EA site (delivered by Mr Masters).</p>	<p>Over the Autumn term, it became clear that students would require more intensive teaching to enable sufficient catch up and to allow necessary improvements to be seen. Following a review with all SPAP leaders, it was identified that this was not possible with the current structure of English teaching (1 teachers delivering remotely across the SPAP phase to KS4 students). There was a need for an additional teacher across the SPAP phase to enable English teaching at LWS to remain on site.</p>
--	---	---	--

Evidence of impact

At LWS, a **greater proportion of students saw improvements** upon return to a dedicated English teacher for KS 4 on LWS site with **71% of regularly attending Year 11 students improving their HT 2 English WAG** against Y10 WAGs. Only 42% improved their WAG in HT 1. **Year 11 students performed better in their recent PPEs** with all regularly attending students achieving grades in line with or better than their HT 2 WAG. Year 11 students have begun studying English Literature and have strong WAGs reported. Year 10 students have also begun their study of English Literature alongside their English Language course with **improvement in WAGs being reported** in HT 2.

At EA, 80% of Year 10 students improved their grade and 66% of Year 11 students improved their grade.

At LWS the benefits of a dedicated English specialist teacher continued to be seen confirmed by the GCSE results: GCSE English Language pass rate was 90% (9/10 students) for Y11 students, with 50% (5 students) achieving grade 4 or above. Furthermore, the GCSE English Literature pass rate for KS4 was 77.8% (14/18 students) with 39% (7 students) achieving grade 4 or above: 3 students achieved grade 5, 2 students achieved grade 6 and 1 student achieved grade 8.



Supporting documents available on request:

- X-phase English review

TIER 2 - TARGETED SUPPORT			
Identified pupil group	LWS students.	Cost	£12,060
Intent	Anticipated impact	Actions	Rationale
<p>To support students in improving their wellbeing.</p> <p>To promote and re-establish routines.</p> <p>To provide a suitable outlet for sharing thoughts, concerns and worries regarding Covid.</p>	<p>Improved student wellbeing.</p> <p>Students feeling more at ease onsite in a 'Covid world'.</p>	<p>Youth Options mentoring programme established offering 1-1 sessions over 2 days per week.</p> <p>At least half termly blocks, but can be extended for those with significant need.</p>	<p>LWS had daily contact with students through the initial period of the pandemic and throughout the Summer term in line with our school based provision. Student welfare and mental wellbeing was raised consistently by parents/carers as an impacting factor and this was supported in conversations with students upon their return to school in the Autumn term. Behaviour and conduct observed indicated that anxiety and resilience had taken a clear decline.</p>



		<p>Data gathered from Impact Ed questionnaire was able to confirm the qualitative information gathered from students and families in that wellbeing was impacted the most over the initial lockdown and subsequent changes to schooling.</p>
<p>Evidence of impact</p>		
<p>LWS commissioned the services of Youth Options to provide 1-1 mentoring sessions for those students who have had the greatest detrimental effect as a result of Covid including lockdown, disrupted transition and changes to schooling. October-November 1-1 mentoring sessions were available to 10 students, and average attendance was 81%; 40% of students attended. After each session, reports are shared with the school to provide insight into student mindset, <b>allowing staff to be better prepared and able to respond to student wellbeing needs</b>. Students receiving 1-1 mentoring have the option of completing Life Effectiveness Questionnaires (LEQs) and by December, 100% of students who took part in the LEQs <b>improved in their time management, task leadership, emotional control and self confidence</b>. By December, 50% of students who took part in the LEQs <b>improved their social competence, achievement motivation and active initiative</b>. Students who have completed a period of mentoring were invited to complete a questionnaire which showed the positive impact. 100% of respondents said the <b>mentoring sessions made them feel safer, think positively and helped them manage their emotions better</b>. 75% of respondents said the <b>mentoring sessions helped them to feel happier and feel less anxious</b>.</p> <p>Youth Options mentoring sessions continue to be a popular and successful addition to the curriculum offer at LWS, with great attendance and engagement over the Spring term. Half term 4, average attendance to sessions was 89%, and half of students attended 100% of their sessions. In half term 5, average attendance was 94%, with the vast majority (80%) of students attending all of their sessions. Mentoring reports shared after each session continue to serve as a useful resource for tutors and staff to gain an insight into student concerns and wellbeing.</p> <p>Supporting documents available on request:</p> <ul style="list-style-type: none"> <li>● Youth Options timetables and tracking</li> <li>● Youth Options reports</li> <li>● Youth options LEQ results</li> </ul>		



TIER 3 - WIDER STRATEGIES			
Identified pupil group		Cost	
Intended aim	Anticipated impact	Actions	Rationale
Evidence of impact			

ADDITIONAL INFORMATION
<p><a href="#">GOV.UK Catch-up Premium</a></p> <p><a href="#">EEF CoVid-19 Support Guide for School Planning</a></p>

