



## Catch-Up Premium Plan 2020-21 - Outline & End of year review

### Sewell Park Academy

Summary information					
School	Sewell Park Academy				
Academic Year	2020-21	Total Catch-Up Premium	£42 200	Number of pupils	601

### 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 <a href="#">curriculum expectations for the next academic year</a>.</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 <a href="#">coronavirus (COVID-19) support guide for schools</a> 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"> <li>Supporting great teaching</li> <li>Pupil assessment and feedback</li> <li>Transition support</li> </ul> <p>Targeted approaches</p> <ul style="list-style-type: none"> <li>One to one and small group tuition</li> <li>Intervention programmes</li> <li>Extended school time</li> </ul>
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	Wider strategies Supporting parent and carers Access to technology Summer support
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Identified impact of lockdown	
<b>Literacy skills</b>	A national baseline assessment of Year 7 students has demonstrated that they have started secondary education 22 months behind their peers from the previous year group. The gap in skills between disadvantaged and non-disadvantaged has widened in all years
<b>Gaps in curriculum content</b>	Substantial knowledge of the 'key ideas' of each year has been missed and needs to be addressed in order for progression of students' development of subject content. There are now significant gaps in knowledge – whole 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 and themes throughout the curriculum
<b>Attendance</b>	Attendance between the most disadvantaged students and non-disadvantaged has substantially widened, both in long term persistent absence and in frequency of events, resulting in further loss in learning time
<b>Engagement in school</b>	There has been a significant widening in the differences in expected social behaviours which will support learning between the most disadvantaged and non. This could result in further access to the curriculum being lost
<b>SEMH</b>	There has been a significant increase in concerns regarding social interaction and mental health amongst all year groups, in particular those facing examinations in the significant future

**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	Impact (once reviewed)	Staff lead	Review date?	Cost
<p><u>Supporting great teaching:</u> Curriculum delivery maps to include recovery curriculum and departmental plans to include where learning from previous year will be re-taught (including key aspects from the key stage 2 National Curriculum)</p> <p>Development of the use of the Great Teaching Toolkit (GTT) as evidence-based practice to support teaching and learning and staff development (teaching and classroom support staff)</p>	<p>Additional time as departments through department and whole school CPD to develop and implement plans. This is as part of whole school development and departmental time</p> <p>Work with departments and individual staff to develop teaching practice across all aspects of learning</p>	<p>Increased understanding from staff as to what key aspects are needed to be re-taught within departments and explicitly identified within curriculum plans.</p>	<p>MDE</p> <p>ASL</p>	<p>Spring 2</p> <p>Summer 1</p>	<p>Planned within CPD budget</p>
<p><u>Teaching assessment and feedback</u> Assess and design a curriculum (and intervention) fit for students who have transferred to SPA and closing gaps</p> <p>Ensure new students to SPA have a baseline to assess progress across all subjects</p>	<p>No More Marking national project in Baseline Secondary Writing (BSW) to assess comparative progress to national averages</p> <p>GL Assessment to be used to assess prior attainment for benchmark in curriculum planning</p>	<p>Baseline assessment allowed focus for department and impact of gap closure</p> <p>All students allocated a learner profile to support teachers identifying needs and planning reasonable adjustments in lessons.</p>	<p>AFD</p> <p>MLE</p>	<p>Summer 1</p>	<p>£ 250</p> <p>£ 1 000</p>
<p><u>Transition support</u> Children who are joining SPA who are vulnerable or who may struggle with the transition have an opportunity to become familiar and confident with the setting before they arrive.</p>	<p>A virtual tour of SPA is available to all students prior to arrival and shared with all feeder schools. Opportunity for vulnerable students to join through summer school activities</p> <p>Virtual transition supported through transition information sharing as part of lead school in Norwich Opportunity Area (NOA)</p>	<p>Petxi summer school evaluation shows that 90% of students attending had increased confidence regarding starting school. The summer school targeted specific gaps in EN/MA. SPA commissioned MAP to support student's well-being. Info sharing was used to create a comprehensive profile of those students most likely to need additional support. Contact was made with families during June/July.</p>	<p>AJB</p>	<p>Autumn 1</p>	<p>Planned within CPD budget</p>
<b>Total budgeted cost</b>					<b>£ 1 250</b>

ii. Targeted approaches					
Desired outcome	Chosen approach	Impact (once reviewed)	Staff lead	Review date?	Cost
<u>1-to-1 and small group tuition</u> Identified 'key ideas' and concepts are improved to help close the gap which has extended during lockdown	Utilising NTP funded tuition through chosen provider 'Teaching Personnel' to provide support for up to 60 students in English, Maths and Science across KS3 and 4 (up to 180 students in total)	Very large number of students involved. High attendance both during lockdown, and in-person learning.  Science NTP tutor has since taken up a place on a Teach First course  English NTP Tutor evaluated that 97% students taking part made some progress (see spreadsheet called English Catch up Tutoring Progress).	LP, EG, JD, BH	Spring 2	£13 393
	Funding specific 1:1 tutors of ex-SPA teachers to provide detailed provision to Year 11 students in English, Maths & Science	Y11 English tutoring- all students working with Shelagh Maple maintained their English language grade from November 2020 to Summer 2021 results (despite the lockdown) or gained a grade. (see spreadsheet called English Catch up Tutoring Progress).	LD, ZR, PT	Spring 2	£9 000
<u>Intervention programme</u> Identified students requiring bespoke programmes to re-engage in education, academically, socially and behaviourally	Teach First Academic Mentors in Science to be recruited to work within the department to provide intervention and specific support	Science Teach First Mentor has since taken up a teaching post in North Norfolk	ZR	Summer 2	£ 3 000
	Behaviour and social interaction support for specific students struggling post lockdown. Including external provision (St Eds, The Junction)	Science mentor has created resources (e.g. glossaries & checklists) used by the department to support Academic Literacy St Eds and the Junction being used for KS4 and taster sessions for KS3.	AJB	Summer 2	£5 000

<u>Extended school time</u> Catch-up sessions and intervention to take place so as to have little impact on the academic curriculum	Room 2 and room 6 staff to support intervention sessions where necessary within school or timetabled period 6 sessions	Specific focus on English where students are borderline grade 3/4 and sensory support for SEND students at KS4.	AJB	Summer 2	Planned within staffing allocation
<u>Core subject resources for disadvantaged students</u> Targeted support for disadvantaged students through online packages, textbooks and revision guides to support learning in lessons	<u>English</u> Doddle "Boost your vocab" books	Resources built into curriculum for core subjects and used as key element of revision programme for KS4 focus	AFD	Summer 2	£999 £1 502
	<u>Maths</u> CGP Revision books Maths Box White Rose Maths Hegarty Maths		PT	Summer 2	£857 £35 £249 £1 200
	<u>Science</u> Revision books (Browns BFS) Kerboodle		ZR	Summer 2	£707 £1 160
<b>Total budgeted cost</b>					<b>£37 102</b>

iii. Wider Strategies					
Desired outcome	Chosen approach	Impact (once reviewed)	Staff lead	Review date?	Cost
<u>Supporting parents and carers</u> Involvement of outside agencies to support students with extremes or deterioration in mental health provision  All students to be able to access instant work in the case of isolation/remote learning, including paper based where necessary	Counselling and mentoring support for students with specific SEMH issues. Using a proven support programme and early intervention support.	All students have had the opportunity to access the remote learning work at home regardless of barriers meaning an increased engagement of online materials in comparison to first lockdown provision.	RCM	Summer 2	£12 000
	Clear department work in place and 'packs' to be copied and distributed/delivered by admin team as and when necessary		ASL	Spring 2	£1 000
<u>Access to technology</u> All students to have access to essential educational equipment, without risk of sharing and transmission. Especially for those struggling to access mainstream provision of lessons, while additional interventions are in place	Purchase of 30 Chromebooks for sitting in Internal Exclusion which will result in students accessing the parallel curriculum, while undertaking work to support long term reintegration	All delivery maps from departments allow students to access learning from home regardless of barriers.	SAW	Autumn 2	£ 6 000

Students to have access to parallel curriculum for each lesson linked explicitly to delivery maps for each subject	Departments to have clear delivery maps and parallel curriculum supported on Google Classroom	Chrome books purchased and in place in main hall - parallel curriculum for support during behaviour intervention work	MDE	Autumn 2	N/A
Technology access for short term 'isolation' or for a bubble to be off school to be supported by technology and home learning	Purchased Chromebooks to be first distribution with help sheets for log in and access. Teaching staff to provide recorded asynchronous lessons in the event of bubble absence		ASL	Spring 1	N/A
<u>Summer Support</u> To be developed in advance of the transition process		Summer school developed in line with summer school funding. English, Maths, SPA essentials and wellbeing focus. Staffed internally and externally (PET-XI)			
<b>Total budgeted cost</b>					<b>£ 19 000</b>

<b>OUTGOING</b>	
<b>Strategy i cost</b>	£ 1 250
<b>Strategy ii cost</b>	£37 102
<b>Strategy iii cost</b>	£19 000
<b>Total Catch-up cost</b>	<b>£57 352</b>
<b>INCOME</b>	
<b>Catch-up Income</b>	£42 200
<b>ISG Allocation</b>	£7 000
<b>UEA Tutoring Programme</b>	£5 000
<b>Total Catch-up income</b>	<b>£54 200</b>
<b>Overall</b>	
<b>£3152</b>	