

Summary information					
School	REACH School				
Academic Year	2020-21	Total Catch-Up Premium	£15360.00	Number of pupils (Y9-Y11)	47

Guidance
<p>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 hits. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.</p> <p>Schools' allocations will be calculated on a per pupil basis, providing each AP school with a total based on numbers of pupils in years 7 through to 11.</p> <p>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.</p>

Use of Funds	EEF Recommendations
<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 ➤ Supporting remote Learning <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 ➤ Support pupils social, emotional, and behavioural needs ➤ Summer support

Identified impact of lockdown	
Maths	Staff and pupils should be both be congratulated for the efforts they have gone to in order that the disruption of lockdown has been minimised. Despite these efforts the impact of lockdown has been significant. Two main aspects include the chunk of curriculum not covered through missed learning time. Also, a lack of revision and retention activities that we provide in class have allowed gaps to open back up on more basic skills.
English	Throughout the school closure, our students lost essential practise of reading, writing and analysing. Many students did not practise or develop their analysis skills across the closure. As a result, students are now unable to pick out methods and analyse how writers use these methods for effect. Although some of our students read widely during lockdown, some have lost their reading fluency and as a result find it difficult to comprehensively understand the fiction and non-fiction texts that we study.

Science	Students are generally less secure in their knowledge of key scientific concepts, so they are finding it more challenging to understand more complex ideas in the GCSE specification. They have missed out on annual assessments, which usually provide an opportunity to develop revision skills and consolidate knowledge accumulated over a longer period. This is reflected in recent assessments of all areas of science. Practical work usually supports the students with their understanding of science, and the lack of both teacher demonstrations and class practical work has affected the students' ability to grasp scientific ideas.
Other curriculum areas	There are some gaps in knowledge and skills – some units of work have not been taught, and skills have not been practised as frequently, 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. The impact of this varies in relation to how effectively individual students were able to access and engage in the work during lockdown and the issues are more urgent for Year 11. Children have also missed out on the curriculum experiences such as educational visits.
Pastoral	Contrary to schools' initial worries, most students were eager to continue their learning in school and returned ready to learn and resilient. A small number of students in Key Stage 4 have found the return to school, and especially the demands of catching up, particularly stressful. Some areas of personal, social and health education were unable to be delivered due to the nature of our preferred delivery of this content with high levels of group discussions.

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
<p><u>Supporting great teaching:</u></p> <p>We will create a supportive environment, ensure students understand the content, maximise opportunities to learn and activate hard thinking. Communication and carrying out of time-limited plans and expectations to students will be clear and planned. Students will benefit from high quality teaching that makes full use of metacognition strategies, assessment for learning and carefully planned independent work.</p>	<p><i>Twinkl</i></p> <p><i>Pe Classroom</i></p> <p>Student workbooks and revision guides</p> <p>Classroom solutions</p>	<p>Improved attainment and progress scores between December Mocks and April Mocks in Year 11.</p> <p>Improved GCSE Grades.</p>	<p>JCR</p> <p>MB</p> <p>SLT</p>	<p>Feb 21 and Sept 21</p> <p>On-going</p>
<p><u>Supporting Remote Learning</u></p> <p>Ensure that the home learning offer is updated and made available to all parents in the event of a student absence for self-isolation and/or local lockdown</p>	<p><i>Purchase of Satchel learning Platform</i></p>	<p>Higher completion rates (up by 20% when compared to last year) of the work being set as part of the planned curriculum recovery.</p>	<p>LT</p> <p>SLT</p>	<p>Feb 21</p>
Total budgeted cost from catch-up budget				£1191.90
Total budgeted cost				£1191.90

ii. Targeted approaches

Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review
<u>1-to-1 and small group tuition</u> Identified students will have significantly increased understanding of subject content and exam technique and be able to approach their exams with confidence.	<ul style="list-style-type: none"> Weekly catch-up sessions on key concepts for each student. catch up within the year- implemented after school with a year's commitment from all teaching staff. 3:00:3:30 once per week per subject in a group of no more than 4 students. Rewards for students that attend. 	Catch up sessions plug gaps in subject knowledge and prepare students for their examinations. Higher percentage of students made progress from baseline.	MB,KW,JCR,LT NN,CF	Sept 21
<u>Intervention programme</u> An appropriate numeracy and literacy intervention supports those identified children in reinforcing their understanding of basic maths skills and application of number and reading, writing and speaking. Identified Y11 students who have fallen behind during school closure are able to address those gaps through additional lessons and mentoring in order to complete their courses successfully.	<ul style="list-style-type: none"> <i>My Maths</i> <i>English interventions</i> 	Higher percentage of students made progress from baseline. Higher percentage of students achieved grades 9-4.	JCR KW	Sept 21
<u>Extended school time</u> Students can access 3 days of extra teaching over the aster holidays. Students attend voluntarily but can be encouraged to attend by teachers or Pastoral leader if data suggested they would benefit. Parents are supportive of the and understand its purpose as a support mechanism.	<ul style="list-style-type: none"> <i>Teaching staff</i> Support staff Transport Rewards 	Higher Average Total attainment 8 Higher Average Total progress 8	MB CF LT JCR SLT	July 21
Total budgeted cost from catch-up budget				£5432.11
Total budgeted cost				£6624.01
iii. Wider Strategies				

Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review
<u>Supporting parents and carers</u> Students will have greater opportunities to access learning at home. Home-learning opportunities will not require parents to support or deliver the activities, affording the children greater independence, structure, and motivation. Students 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>Students are trained on how to access and maximise the opportunities of remote learning.</i> <i>Ensure a ready stock of stationary sent home in folders.</i> <i>Paper based Work delivered weekly.</i>	Higher percentage of students made progress from baseline. Higher percentage of students achieved grades 9-4.	NN LT MB,KW,JCR,NN,CF SLT	Feb 21 Feb 21
Supporting pupils' social, emotional, and behavioural needs.	<i>Additional counselling hours will allow for more students to have access to specialist advice and guidance over their worries centred on post lock down routines and anxieties.</i> Staff Training - DSL		ML SLT	
Total budgeted cost from catch-up budget				£ 1930.71
Total budgeted cost				£ 8554.72
			Total Cost	£8554.72