

Catch-Up Premium Plan



Summary information

Academy	Ercall Wood Academy				
Academic Year	2020-21	Total Catch-Up Premium	£69,680	Number of pupils	895

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 aggregated 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

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](#).

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

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.

EEF Recommendations

The EEF advises the following:

Teaching and whole school strategies

- Supporting great teaching
- Pupil assessment and feedback
- Transition support

Targeted approaches

- One to one and small group tuition
- Intervention programmes
- Extended school time

Identified impact of lockdown	
Key stage 2-3 knowledge gaps	Knowledge gaps on core subjects of students who missed out a significant amount of learning during lockdown and during the final few weeks of year 6.
Key stage 4 loss of curriculum time	Extensive knowledge gaps for students who have had learning in front of teachers significantly reduced.
Key stage 4 specialist provision	Vulnerable students needing to be safeguarded following an extensive time away from the academy and the academy structures.
Key stage 3 specialist support	Supporting the individual needs of the students who are struggling to reacclimatise with the formal structures of an academy setting.
SEMH issues	Students with additional social, emotional well-being issues through lockdown and on their return to the academy.
NQT/RQT knowledge gaps	Extensive knowledge and experience gaps for teachers who have had their training years significantly reduced.

Whole Academy Priorities for Covid-19 recovery					
Desired outcome	Chosen approach and anticipated cost	Research	Impact (once reviewed)	Staff lead	Cost
Ensuring gaps in knowledge have been addressed at Key stage 4	<ul style="list-style-type: none"> Provide time for departments to adjust curriculum maps in line with new examination expectations and to ensure core knowledge has been taught. (2 days per department @ £600 av. x 7 departments = £4,200) 			RMC	£4,200
	<ul style="list-style-type: none"> Develop the use of retrieval practice as low stake indicators of knowledge gaps from lockdown. This will require an increased time and resource allocation for staff to develop their understanding of daily/ monthly retrieval practice. (Rosenshine books + CPD online CPD (2 hours) = £350 + (£30 an hour = £60 x 50 staff= £3,000) 			RMC	£3,000
	<ul style="list-style-type: none"> Precision small group teaching (Yr 11) focusing on the two areas of previous weak performance (IDSR) in Biology and Maths (LPA) 6 sessions a week plus 2 after school sessions = 8 sessions at £30 an hour = £240 a week for 24 weeks = £5,760 			LF	£5,760
	<ul style="list-style-type: none"> Precision small group teaching (Yr 10) focusing on Maths and Science. 6 sessions a week at £30 an hour = £180 a week for 24 weeks = £4,320 			LF	£4,320
	<ul style="list-style-type: none"> Half term and Easter Catch-up sessions for all year 11 subjects. £150 a day x 10 - £1,500 x 2 weeks = £3,000 			LF	£3,000
	<ul style="list-style-type: none"> Additional revision guides for two EBACC subjects at GCSE. £4 x 180 = £720 x 2 = £1440 			LF	£2,660

					£22,940
To ensure that there is a whole school focus on literacy and numeracy through high quality small group/121 interventions	<ul style="list-style-type: none"> Reading assessments for all students from year 7 – 10. Used to establish reading intervention groups. Four fully trained staff to deliver a range of reading programmes including phonics delivery = £8,000. Tutor time intervention – 4 staff @ £15 an hour (20mins x 5 = 1hr 40 x 4 = 5hr 60) 15x 5.6 = £2,520. Assessment material = £500. Marking time - £760 Direct Instruction programmes for English and Mathematics introduced. = £5,400 (Training, Resources, form time) 	Alex Quigley in ‘Closing the Reading Gap’ states that reading, “profoundly affects our lives, offering us a vehicle to store and share the essential knowledge of our culture. The inextricable links between reading, literacy and health, wealth and well-being are well established.” Supported by the research from Education Endowment foundation KS3 and KS4 Literacy Guidance.		BS	£2,520 £500 £760
				SM	£5,895
					£9,675
Provide an extensive early careers programme for NQTs and RQTS	<p>Subscription to the National College CPD programme (£250 - 29% of overall cost)</p> <p>Add capacity to the English department to allow S.Morris to lead NQT/RQT Early Careers programme. Addition 7 periods over two weeks have been allocated amongst S.M, H.E, A.D. £30 an hour x 3.5 = £105 x 39 weeks = £4,095</p> <p>All NQTS have a designated coach that meets with NQT to discuss practice. This is an allocated period in addition to the timetable allocation. (4 periods a week (8 allocated over two-week timetable) £30 an hour x 4 = £120 a week x 39 weeks = £4,680 NQT Coach has been allocated an additional period outside of the timetable allocation to observe and give feedback. £30 an hour x 2 = £60 a week x 39 weeks = £2,340</p> <p>All RQTS have a designated coach that meets with the RQT to discuss practice. This is an allocated period in addition to the timetable allocation. (4 periods a week (8 allocated over two-week timetable) £30 an hour x 4 = £120 a week x 39 weeks = £4,680 RQT Coach has been allocated an additional period outside of the timetable allocation to observe and give feedback. £30 an hour x 2 = £60 a week x 39 weeks = £2,340</p>	The Early Careers Framework states that, “Teachers are the foundation of the education system – there are no great schools without great teachers. Teachers deserve high quality support throughout their careers, particularly in those first years of teaching when the learning curve is steepest. Just as with other esteemed professions like medicine and law, teachers in the first years of their career require high quality, structured support in order to begin the journey towards becoming an expert. During induction, it is essential that early career teachers are able to develop the knowledge, practices and working habits that set them up for a fulfilling and successful career in teaching.”		RMC	£250
				RG	£4,095
				RMC/ SM	£4,680
				RMC/ SM	£2,340
				RMC/ SM	£4,680
				RMC/ SM	£2,300

					£18,345
					£50,960

Target support needed for Covid-19 recovery

Desired outcome	Chosen action/approach	Research	Impact (once reviewed)	Staff lead	Cost
Key stage 4 specialist provision	To ensure that Vulnerable students have a more extensive support framework following an extensive time away from the academy and the academy structures. The provision will be based in-house with only two days of alternative provision off-site that is majority funded through pupil premium funding. (Specialist academy teaching time - £30 x 6 = £180 a week x 39 = £7,020)				£7,020
Key stage 3 specialist support / SEMH Support / recovery curriculum	To introduce a 'mountain rescue' service to support the transition from key stage 2 into key stage 3. The provision will provide additional SEMH / Pastoral support for students who are not able to access the academic curriculum due to additional barriers that need addressing. (£15 x 20 = £300 a week x 39 = £11,700)				£11,700
					£18,720
Total catch-up spend					£69,680