

Covid Catch-Up Premium Spend 2020/21

The Government has announced additional funding to ‘catch-up’ any students detrimentally affected by Academy closures and the impact of Covid-19. The focus will be on catching up on lost teaching and ensuring students are in line with curriculum expectations and make progress in line with Academy targets.

The proposed Covid catch-up budget has been analysed and signed off by the Academy’s Governing body and its impact will be monitored and reviewed throughout the year by the Governing Body and Academies Director.

We have reviewed the **Education Endowment Foundation - Covid-19 Support Guide for Schools** to allocate the catch-up premium effectively.

[EEF COVID-19 SUPPORT GUIDE FOR SCHOOLS](#)

| Support strategies | |
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| <i>Teaching and whole-school strategies</i> | <ul style="list-style-type: none"> – Supporting great teaching – Pupil assessment and feedback – Transition support |
| <i>Targeted approaches</i> | <ul style="list-style-type: none"> – One to one and small group tuition – Intervention programmes – Extended school time |
| <i>Wider strategies</i> | <ul style="list-style-type: none"> – Supporting parent and carers – Access to technology – Summer support |

[Teaching and whole-school strategies](#)

Supporting great teaching - Great teaching is the most important lever schools have to improve outcomes for their pupils. Ensuring all teachers at Strood academy are supported and prepared for the academic year is essential to achieving the best outcomes for pupils. Providing opportunities for professional development, for example, to support curriculum planning or focused training on the effective use of technology. We have made significant adjustments to organisational and logistical aspects of school life. Ensuring teachers have training and support to adjust to these changes will likely improve the quality of teaching as all pupils return to school

Pupil assessment and feedback- Assessment can help teachers determine how to most effectively support their pupils. Every pupil will have been affected differently by Covid-19. Standardised assessments in literacy or numeracy will be used to identify pupils who would benefit from additional catch-up support. Providing pupils with high-quality feedback, building on accurate assessment, will be a positive approach as to how we most effectively support pupils.

Transition support - All pupils will need support to transition back to school. However, there are particular challenges for pupils starting a new school after the disruptions caused by Covid-19.



Targeted Support

One to one and small group tuition - There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy

Intervention programmes - In order to support pupils who have fallen behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary.

Extended school time - In some cases, schools may consider extending the length of the school day; for example, to provide additional academic or pastoral support to particular pupils after school.

Wider strategies

Supporting parents and carers - Parents have played a key role in supporting children to learn at home and it will be essential that schools and families continue to work together as pupils return to school.

Access to technology - Pupils' access to technology has been an important factor affecting the extent to which they can learn effectively at home. In particular, lack of access to technology has been a barrier for many disadvantaged children.

Summer support - Summer programmes can benefit pupils socially and academically, helping to ensure that they return to school ready to learn.

Barriers we have identified at Strood Academy impacting learning of our pupils

1. Gaps in knowledge and curriculum coverage due to national lockdown
2. Missed learning due to student and teacher absence
3. CPD needed to adapt Teaching and learning strategies to support social distancing in classrooms
4. Accurate assessment and ability of new Year 7 cohort who have joined without any SATs scores and not using this to support target setting.
5. Student wellbeing, anxiety and mental health concerns arising from isolation and distancing from peers
6. Student attendance when returning to school due to anxieties created by the pandemic
7. Staff wellbeing due to COVID adaptations and also workload increasing with blended approach to learning
8. Declining incidence of reading arising from reduced access to the school library and prioritisation of curriculum recovery tasks in English lessons.
9. Student behaviour and transition from remote learning and new COVID secure measures put in place



STROOD ACADEMY

Building Ambition; Inspiring Pride

Total Amount: £136,361

Recovery of year 7 catch-up grant: £33,774

Chromebook Scheme: £54,737

Academy Strategies: £47,850

| Title | Spend | Details | Impact |
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| Chromebook Scheme year 7-11 | £54,737 | Provide all students in years 7-11 with a chromebook for the duration of their education. This will allow students to access live lessons when isolating. They will have access to Google Classroom whenever they want which has resources for all subjects. | Year 11 assessments (Nov 2020) were higher than last year, with teachers able to set personalised work based on gaps identified. Student engagement online for live lessons increased drastically from last academic year whilst in lockdown. |
| Year 11 and 13 Holiday Intervention | £9,000 | October, April, June (3 programmes) English/Maths: 4 teachers x 3 hours x 2 days = £720 Science/Hums: 4 teachers x 3 hours x 2 days = £720 MfL/Arts: 4 teachers x 3 hours x 1 days = £360 Sport & Health: 2 teachers x 3 hours x 1 days = £180 IT & Business: 2 teachers x 3 hours x 1 days = £180 Wages: £2160 + on costs = £2600 Resources: £400 Total per programme = £3000 | Positive attendance to intervention classes during the two week October half term which in turn led to an improvement in the outcomes for year 11 in assessments Nov 2020 |
| Intervention P5 everyday for year 11 and 13 | £2,000 | Resources and ensuring students have appropriate materials for exam focussed intervention. Printing of past exam papers and questions. | Positive engagement and attendance for all sessions. improvement in the outcomes for year 11 in assessments Nov 2020 |
| Intervention and Study Space for KS4 & KS5 plus resources | £7,500 | Study area for year 11 to 13 students. The space will be available for independent study during lunch and before/after school for Y11 and during study periods for Y12-13. Intervention/group tuition sessions will be taught in this room too. Access to past papers and also supervision of room required | Improved assessment outcomes and allowed pupils a space to work and during the TAG period create more evidence to support grades. |
| Additional resources for key groups to support their learning. | £6,000 | Ensure students have appropriate materials in order for them to access the entire curriculum, catch up and meet Academy targets. Printing of work packs for students who have no access to school resources when working remotely. | This ensured that no pupil was without the necessary resources needed to succeed. This was particularly vital during lockdowns for those pupils who did not have access to the internet. |
| Science Textbooks online access on | £6,516 | Online textbooks purchased for science department to enable students to access these from the chromebooks purchased | Improved well-being and engagement |



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| chromebooks | | | |
| Strengthening Minds | £2,995 | Strengthening Minds program to focus on vulnerable and disadvantaged students. The program will look to re-engage students with education and help them mentally recover from lockdown. Deliver the Positive Behaviour and Self Esteem/Growth Mindset Programmes. Parental engagement in the programme is advised too. The programme will be aimed at year 9 and 10 students | Improved Attendance and an increased level of engagement. |
| Year 7 SATS - external assessment marking | £2,111 | All year 7's completed last year's SATs papers in term 1. Mark my papers marked the hardest literacy/maths papers. This allowed accurate results which means that we have a clear picture of our year 7 and their strengths and areas that we need to improve. | Allowed for a better understanding of the strengths and weaknesses of pupils in terms of literacy and numeracy which will enable us to focus on closing the gaps. |
| Individual and group tuition - National Tutor Programme | £13,500 | The National Tutoring Programme provides additional support to schools to help disadvantaged pupils whose education has been most affected by school closures. | There is a substantial attainment gap between pupils from disadvantaged backgrounds and their classmates – and this is likely to have grown significantly since school closures. There is extensive evidence showing the impact of tutoring to support pupils who have fallen behind. |
| CPD for teachers to support blended learning approach | £5,000 | CPD focussing predominantly on blended learning and also how to successfully deliver lessons online. As part of this all teaches are expected to undertake their google one training and test. | A much higher quality lesson which includes blended learning to enhance progress and outcomes. |
| Library books and Librarian appointed to support literacy/Myon | £10,000 | Librarian was employed to support literacy catch up sessions and develop literacy material for pupils to encourage reading. New titles bought for the library to update resources accessed by students ready for form time activities. | All pupils particularly disadvantaged and SEN were able to access book and literacy resources. The new librarian was able to support the accelerated reading and reading age programmes and has been vital in developing these. |

Year 7 catch-up funding.

We have allocated a section of the covid catch-up grant to support those students who were identified as having low literacy and numeracy scores by their primary school.

Literacy catch-up.

Catch up funding is used to reduce the size of English classes, create additional 'literacy' lessons each week for Year 7 and Year 8. Train a member of staff and then introduce Speech and Language Therapy sessions and provide additional literacy sessions with the librarian or the apprentice. Appropriate assessments are in place to ensure that students receiving support make progress.

Numeracy catch-up.



For students who are finding Maths difficult there will be a dedicated intervention and mentoring. Our strongest Math's teachers teach the lower sets to ensure that they achieve the best possible support. The introduction of the online resource Hegarty maths and Maths Watch, means that students are able to access a targeted online learning platform outside of lessons. We have a dedicated Math's HLTA who provides support in and out of lessons to ensure that all students who arrive with a KS2 score below 100 make at least expected progress. Students who require additional numeracy support receive this via discrete maths lessons built into their personalised curriculum.

This year we have allocated £17,000 to the Yr7 catch-up provision.

| Title | Spend | Details | Impact |
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| TA Support | £5,928 | TA Support for Additional Literacy and Numeracy Catch Up Classes in English and Maths for Year 7 classes that include catch-up students. Improve progress, confidence and fluency in numerical and reading skills | A targeted approach meant that we could support those year 7 pupils most in need of literacy and numeracy support. |
| Accelerated Reader, Maths Watch & Hegarty Maths | £5,074 | Renaissance Reading programme (Accelerated Reader) and HegartyMaths plus a Library Apprentice to support the delivery of the programme and support during homework club. | We closed the gap between pupils' chronological age, reading age and numeracy age. |
| SEN Intervention | £6,000 | SEN focussed intervention particularly focusing on Maths and English. This will be a 1:1 support and will be dependent on particular needs. | As part of the National Tutor Programme we worked by MyTutor who provided 1:1 tutoring for our year 7 SEN pupils. They were able to target their specific needs in Maths and English which has led to an improvement in outcomes. |