



Covid Catch-up Premium: Impact statement

Richmond Academy 2020-2021

1. Summary information					
School	Richmond Academy				
Academic Year	2020-2021	Total Covid catch-up budget	£24640	Date of most recent review	Sept 2020
Total number of pupils accessing support from funding	308			Date for next internal review of this	Jan 2021

Allocation of Covid Catch-Up Premium for 2020-2021

Use of the Covid Catch-up funding

“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. The government has announced £1 billion of funding to support children and young people to catch up. This includes a one-off universal £650 million catch-up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time. Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months. Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.” (DfE July 2020)

Our vision:

At Richmond Academy we are committed to providing outstanding Teaching and Learning. Phase Leaders provide a strong level of support, to develop teaching and learning across the school and Lead Practitioners provide bespoke training and ongoing professional development to improve subject knowledge and practice in Early Years, English, Maths and the Curriculum. We “bring learning to life” through a broad and balanced curriculum to build cultural capital. Our teachers are accountable for pupils’ attainment, progress and outcomes. (Teacher Standards). Our pastoral care and rigorous monitoring and tracking of all pupils helps us to identify any pupils who are at risk of not making sufficient progress and have helped us to plan and implement good intervention strategies. The funding is used to train staff to deliver skilled interventions where children make accelerated progress to age appropriate skills.

Developing a child’s well-being and academic progress go hand in hand. We provide a well-being team of skilled and experienced professionals who work with disadvantaged families whose social, emotional, mental health conditions can create barriers to school engagement and learning. A Parent Support Advisor, Safeguarding Lead and Nurture team work closely together with the school’s leadership team to support vulnerable families.

Priority Areas for Catch up funding

A.	<p>TEACHING – Professional development on planning for the new school year in light of Covid, with early career teachers provided with extra mentoring and support. Deliver a curriculum that considers the lost learning and has been revised to ensure that previous knowledge and concepts can be built upon. Ensure the right balance of Formative and Summative assessment to diagnose learning that has been missed or forgotten. Effective Formative Assessment will be the central point of Teaching and Learning.</p> <p>High quality remote learning and technology to enable all families to access the learning at home in the event of bubble closures or any further unplanned school closures. Disadvantaged families are not subject to digital inequality by not accessing the learning platform that others can.</p>
B.	<p>TARGETED ACADEMIC SUPPORT – High quality one to one or small group tuition delivered by COVID Catch-Up teachers and skilled TAs deployed to deliver high quality interventions that are well implemented in the school.</p> <p>TAs trained and deployed to deliver new structured, evidence based early interventions in Oral Language and Maths.</p>
C.	<p>WIDER SUPPORT - Children have positive levels of well-being and are confident they can achieve, despite the period of school closures and any further unplanned school closures. Assessing social and emotional outcomes for children and ensuring whole school and targeted measures are put in place.</p> <p>To increase attendance and engagement with learning through increased communication with parents by raising the profile of the wellbeing team, in particular the role of the Parent Support Advisor.</p>

Barriers to future attainment - academic

A.	<p>KEY TRANSITIONS – these have been disrupted as a result of absence from early years settings and school settings.</p> <p>Reception to Year 1 – the Prime Areas will be underdeveloped and the Specific Area of Reading. Many children will still be assessed within the Early Years Curriculum.</p> <p>Year 1 to Year 2 – Phonics knowledge is underdeveloped and has impact on decoding and reading stamina. Children will have missed much of the fundamental skills needed to access the Year 2 curriculum.</p> <p>Year 2 to Year 3 - Phonics and Reading teaching needs to be closely matched to the child to ensure that learning missed in Year 2 is caught up and that Phonics knowledge is secure and applied fluently to decoding and Spelling.</p> <p>Year 5 to 6 – this year group (only a third returned to school in June) will need intensive boosters and high-quality teaching to fill gaps so that they are Secondary ready.</p>
B.	<p>READING – Ensure that children have the fluency of word decoding and comprehension skills they will need to access age appropriate texts. Continue to build systematically on vocabulary acquired before lockdown and ensure decoding / comprehension and language skills are tightly knitted together. Close the reading ability and cultural capital gap that will have widened between children that do not read at home and others that do so regularly to ensure disadvantaged pupils keep up.</p>
C.	<p>REMOTE LEARNING – Ensure home learning is developed to further learning in the event of children needing to isolate or localised closures. All children to have access to an appropriate device to ensure that technology is not a barrier to remote learning. Learning can be developed further this academic year and provide “live” teaching and feedback with the new platform Microsoft Teams.</p>
D.	<p>STAFFING – The teaching profile this academic year is mostly teachers who have been at Richmond for at least a year. However, a significant number are early career teachers. Intensive support from the leadership team will be required for the NQTs as they have missed a significant period of their training year.</p>

	There will be uncertainty in the new academic year about further disruption to teaching and learning if a second wave of COVID occurs in the Autumn Term. If bubbles shut or staff have to self-isolate then this could impact on classes and the quality of teaching if staff have to be re deployed. Staff shortages could also impact on the effectiveness of interventions and boosters.
Additional barriers - external	
A.	ATTENDANCE – During the school closures the attendance of year groups at school was erratic because of parents’ anxiety about returning their children to school in a pandemic. The attendance of SEN and disadvantaged pupils was low. Attendance will prove problematic returning in September and there will be further uncertainty about whether the academic year will be interrupted by COVID 19 again. This will have a disproportionate impact on disadvantaged families and the gap between the attendance of PP children and others will widen. The staggered starts for bubbles and intermittent absences will also cause further disruption to learning.
B.	MENTAL HEALTH AND WELL BEING – Staff need to develop a greater understanding of children’s mental health needs in order to settle children back into the routines of school during a pandemic, when school will feel different with new routines and expectations. They will also need to be equipped to support children who have been affected adversely by closures and COVID 19. School Leaders will need to be equipped to support staff whose well-being and mental health may be affected adversely by school closures and COVID19.
C.	FURTHER WAVES OF COVID-19 – Absence of pupils from school because of self-isolation, testing positive, bubble closures or unplanned school closure will cause further disruption to children’s learning.

COVID Catch-Up strategies				
Planned Expenditure				
Quality of teaching for all - to improve classroom pedagogy and support whole- school strategies				
Action	Intended outcome	Implementation	Staff Lead	Impact/Evaluation
To support formative assessment and flexible planning by ensuring that teachers have the understanding and skills to implement and embed the following: Diagnostic questions, mixed ability teaching, fluid teaching (reshaping) 'Anchor' tasks, 'Do now' tasks. Linked to the ADP	Teachers are able to use formative assessment effectively to identify gaps and accelerate progress. Teachers have good subject knowledge so that their teaching is adapted and fluid to address misconceptions and close gaps in knowledge. The lesson structure across the curriculum includes subject-specific assessment for learning opportunities.	Webinars held by Trust Curriculum leads (Summer term) Ongoing CPD in the form of subject networking meetings, drop-in surgeries and ‘How to’ videos to support teachers and teaching assistants.	Curriculum Leads Lead Practitioners Senior leaders	

<p>To identify statutory requirements of the curriculum, not taught during school closures, for each year group.</p> <p>Revise long term plans and topics for 2020/21 to include the above and provide ongoing CPD for all teachers to ensure they are prepared to deliver the revised curriculum.</p> <p><i>Linked to the ADP</i></p>	<p>All statutory requirements in the 2020/21 curriculum including those not taught due to school closures are taught.</p> <p>All CTs able to deliver curriculum effectively as evidenced through ongoing CPD and support from subject leaders.</p> <p>Children are showing a good ability to make connections in their learning through building on previous knowledge in the wider curriculum as evidenced through pupil conferencing.</p>	<p>CPD Webinars in the Summer Term</p> <p>MTP review with leadership Team</p>	<p>Curriculum leads</p> <p>Lead Practitioners</p> <p>Senior leaders</p>	
<p>Revise the Remote Learning Policy in the light of a new online platform which will be adapted as the year goes on.</p> <p>Provide ongoing CPD on the online platform (Microsoft Teams) for leaders, teachers, teaching assistants and pupils.</p>	<p>To provide high quality remote learning to all children by ensuring that the elements of effective teaching are present.</p> <p>Ensure access to technology for ALL pupils, based on responses to the survey sent to parents to confirm if they have Wi-Fi and devices at home.</p> <p>Identified SEN children (HNF/EHCP) are provided with home learning that they can access with some independence.</p> <p>Daily catch up calls so that children's well-being is monitored and support for learning given.</p>	<p>Remote learning policy shared and all staff clear of their roles.</p> <p>Microsoft Teams launched in September 2020 for remote learning.</p> <p>Home learning meets the needs of all groups of children.</p>	<p>Virtual learning</p> <p>Headteacher</p> <p>Director of Communications and media</p> <p>CEO and EHT</p>	

Targeted support – There is extensive evidence of the impact of high-quality small group and 1:1 tuition. The small group tuition will be in class or after school in holding time) and linked to the curriculum learning which can be adapted to fill gaps. It will complement the work of the class teacher.

High quality 1:1 tuition and small group tuition outside of the lesson will take the form of structured, evidence-based intervention programmes. Some will already be well embedded and others will be new this school year.

All intervention/tuition will be delivered by a teacher or a skilled TA. The Key Stage 1 and Key Sage 2 COVID tuition has been funded by the catch-up premium.

Action	Intended outcome	Implementation	Staff	Impact
<p>Key Stage 1 COVID intervention TA appointed. (£12,000)</p>	<p>To catch up the vulnerable readers who have slipped to below age expected. Entry and exit data assessments show that all children are making above expected progress because of the support.</p> <p>Progress is sustained through careful management and evidenced in books.</p> <p>Targeted year 1 ,2 and 3 children have filled the gaps in their phonics knowledge and can decode words with fluency and spell with greater accuracy. Phonics assessments will show progress and gaps are filled.</p>	<p>Daily 1:1 reading with pupils who do not read at home using phonetically decodable books (Big Cat).</p> <p>Switch on Intervention – pick up some extra children in year 2.</p> <p>Small group support during Phonics lessons in Year 2 with targeted pupils from the cohort.</p> <p>Daily phonics boosters for 15 mins with small groups in Year 1 and 2. Timetabled tuition that includes after school targeted tutoring for key children in year 3 (1:3).</p>	<p>Covid TA CTs</p> <p>Covid TA CTs</p>	
<p>A Key Stage 2 COVID intervention TA appointed. (£12,000)</p>	<p>Targeted year 4 and 5 children are fluently recalling multiplication facts.</p> <p>Targeted children in years 4/5/6 show number fluency by recalling key skills.</p> <p>Targeted children are more confident in maths lessons through Pre-Teaching.</p> <p>Writing of targeted children in year 5 is improved through conferencing sessions.</p>	<p>Timetabled tuition for boosters and out of class interventions that includes after school targeted tutoring for key children in Year 5/6 (1:3).</p> <p>Boosters for Arithmetic, Maths Comprehension, Times Tables.</p> <p>Timetable of in class support for small group tuition in class for Maths in Year 6, Writing in year 5 and Phonics in Year 3.</p>	<p>KS2 Covid TA CTS</p>	

	Targets pupils in years 5 and 6 improve their comprehension skills and access the class text.			
Targeted booster sessions – KS1/2 (£ hourly rate overtime)	Targeted pupils in Year 5/6 age appropriate in key areas of Reading, Writing and Arithmetic.	Timetabled tuition for boosters and out of class interventions that includes after school targeted tutoring for key children in Year 5/6 (1:3).	TAs CTs	
Reception TAs to be trained in the NELI programme.	To improve targeted children’s Oral Language and early Literacy skills. Entry and exit data will track progress with the aim of a 3 months+ gain in oral language skills.	TAs trained in term 2 ready to implement the programme.	EYFS lead CT TAs	
A Year 1 and a Year 2 TA to be trained to deliver the 1 st Class@Number intervention. (£1,060)	To develop targeted children’s number and calculation ability and their mathematical understanding, communication and reasoning skills. Entry and exit data will be provided by the Sandwell Numeracy Test and data will be tracked throughout the 10-week programme.	Maths lead and TAs trained in term 2	Maths lead CT TAs	
Total Cost	£26 000			

Wider Strategies - a Recovery Curriculum has been constructed to help successfully transition families back to school. Compassionate leadership needs to consider the impact on the mental health of our children/families as the loss of school and its routines may have caused feelings of anxiety, trauma and bereavement.

Action	Intended outcome	Implementation	Staff	Impact
Staff receive training on: 6 principles of Nurture, Restorative justice, PSHE curriculum, SRE curriculum, DFE training module on mental well-being. <i>ADP links</i>	All staff are better informed about the holistic approach of the Recovery Curriculum and how best to support children through the curriculum with the different emotions and behaviours that they may display. PSHE curriculum is effective in supporting children’s mental health and understanding of relationships.	Survey sent to families to help construct Recovery Curriculum based on their responses and experiences. September Staff Development Day – a Recovery Curriculum. Class assemblies and circle times based on the mental health training module	HT SENCO Well-being team	
Provide robust, on-going training and support for class	Classroom practice will be informed by the 6 principles of Nurture and teachers are	Assess the needs of <u>all</u> children in terms of well-being and social, emotional and	HT SENCO	

<p>teachers to develop their understanding of class-based Nurture and their ability to support children's well-being in class.</p> <p>ADP link</p>	<p>providing an environment where children feel safe, secure and happy. They understand their emotions and are able to self-regulate.</p> <p>Bespoke Nurture groups will be used to support children identified on the Boxall Profile</p>	<p>mental health needs. The Leuven well-being assessments used for key children at the beginning of Term 1 and whole class Boxall profiles at the end of Term 1</p>	<p>Well-being team</p>	
<p>To develop the role of the Parent Support Advisor, to support families in the school community, returning after a prolonged absence.</p> <p>ADP link</p>	<p>Families confidence in returning to school improves and overall figures for attendance will not be significantly lower than national expectations (95%) or school norm.</p> <p>Communication with vulnerable families is excellent through regular contact so that barriers are identified and support given.</p>	<p>Alongside the Attendance Officer identify families who may now require additional support regarding attendance to support them back into school.</p> <p>The priority for the SLT and the well-being team (PSA, SENCO, Attendance officer, Trust Safeguarding Lead, Nurture TAs) will be to work together to communicate and support families to gain their trust.</p> <p>Food parcels and vouchers delivered by the well-being team to vulnerable families (FSM).</p>	<p>SLT Well-being team</p>	