



Catch-Up Premium Plan

Inkersall Spencer Academy

INKERSALL
SPENCER ACADEMY

Summary information					
School	Inkersall Spencer Academy				
Academic Year	2020-21	Total Catch-Up Premium	£26,560	Number of pupils	354

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
<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 ➤ Transition support <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 ➤ Access to technology ➤ Summer support

Identified impact of lockdown

Maths	<p>Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. As we follow the Power Maths Schemes of learning, it is easy to identify the missed learning from the previous year. This has been addressed by adding in recap lessons which allows the teacher to cover missed key objectives, in order for the children to progress through the new content. It is important that lessons are not rushed and if needed time is taken to ensure concrete learning is taking place in line with 'Power maths' guidance. 'Catch up' interventions are taking place for some individuals who require additional support on these objectives. Children still have an appetite for maths and lockdown has not affected their attitudes however they are quite simply, 'behind'. Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in arithmetic assessments, such as fluent in five. Multiplication facts are also 'behind'.</p>
Writing	<p>Children haven't necessarily missed 'units' of learning in the same way as Maths. However, they have lost essential practising of writing skills. Gaps specific knowledge has suffered, leading to lack of fluency in writing. Those who have maintained writing throughout lockdown are less affected, however those who evidently didn't write much have had to work exceptionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write. Handwriting was really affected during lockdown. However, since October, there has been a marked improvement. Specific grammar sessions are taught in order to address the gaps from previous year groups. Specific handwriting lessons have been used to ensure handwriting speed is improved.</p>
Reading	<p>Children accessed reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input. Children were read stories remotely. The gap between those children that read widely and those that don't is increasing, and whilst interventions have begun, assessment week in December will further identify those pupils who need additional support to accelerate their progress and close the gap. Appropriate interventions will be put in to place / reviews to meet their individual needs. Phonic looms were uploaded to our dojo system to ensure parents understanding of phonic lessons were clear.</p>
Non-core	<p>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. Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments. During lockdown, our GROW Curriculum was redesigned and restructured, taking in to account what the children will have missed. Gaps in previous knowledge and understanding are carefully planned for in order to scaffold the learning within the wider curriculum.</p>

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 date?
<p><u>Supporting great teaching:</u></p> <p>The foundation subject will be planned with increasing detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.</p> <p>Despite the limitations placed on schools in terms of use of physical resources and the sharing of them, manipulatives are accessed regularly in Maths and this supports</p>	<p><i>Additional time for teachers to research and plan non-core subjects. Release time and additional cover will be required to facilitate the additional PPA.</i></p> <p style="text-align: right;">(£1000)</p> <p><i>Purchase additional manipulatives for EYFS/KS1 initially.</i></p> <p style="text-align: right;">(£1000)</p>	<p>Engaging learning opportunities planned for. Thematic days have allowed children to engage and enthuse about their learning. Gaps</p> <p>Manipulatives have allowed children to explain their understanding of concepts with more children able to reason alongside the use of manipulatives.</p>	<p>LB</p> <p>EG</p>	<p>Feb 21</p> <p>Feb 21</p>
<p><u>Teaching assessment and feedback</u></p> <p>Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments.</p> <p>Teachers use formative assessment effectively in order to inform the next steps in learning for all children. They adapt and scaffold learning to ensure that gaps are filled and learning has strong foundations.</p> <p>Deliberate questioning is specific to year group curriculum objectives and supports teacher subject knowledge for assessment.</p>	<p><i>Purchase and implement the NFER National Test-style Standardised Assessments suite. Complete termly tests and record assessments on FFT Tracker to identify gaps an on Google Drive to track performance.</i></p> <p style="text-align: right;">(£3500)</p> <p><i>Complete termly standardised assessments to inform summative assessment in order to track and identify personalised gaps and performance.</i></p> <p><i>WALKTHRU CPD delivered in the Autumn term around the use of questioning to check for understanding. Inset CPD to be delivered regarding scaffolding learning in the core subjects. WALKTHRU CDP delivered in the Spring term around the use of Quizzing and Weekly and Monthly Reviews. Purchase of Learning By Questions which uses pre-made scaffolded question sets to cover curriculum objectives</i></p> <p style="text-align: right;">£3825</p>	<p>Alongside standardised assessments, low stake quizzes have been used effectively to identify learning that has not been consolidated or taught within the previous academic year. This has ensured that children are ready to move on to the next stage of their learning and that any teaching both classroom based or in the form of extra support is most impactful.</p> <p>Monitoring of classroom practise shows that questioning within the classroom now enables children to think and reason at a much deeper level.</p> <p>Scaffolding remains a focus for the next academic year to ensure that all learners of all abilities are able to make excellent progress within the classroom setting. Learning by questions has contributed to teachers understanding the gaps in</p>	<p>JM</p>	<p>July 21</p>

		their children's learning quickly and efficiently. A trial period has identified that the best use of LBQ will be to assess prerequisite knowledge and to measure the impact of interventions.		
<u>Transition support</u> Children who are joining school from different settings or who are beginning their schooling with Inkersall Spencer Academy have an opportunity to become familiar and confident with the setting before they arrive.	<i>A virtual tour of Inkersall Spencer Academy including an introduction to key staff members through video clips is arranged and shared with all new-starters on the website and on Twitter, alongside a comprehensive transition booklet.</i> <i>Additional time is made to cover the teacher so that they can have a virtual meeting with their new starter so that the child is confident in joining ISA, particularly EYFS.</i> (£600)	Visual materials have been produced and are available to new- starters to ensure they have a good understanding of life at Inkersall Spencer Academy. All transitions took place to ensure that all children met their new teacher before the new academic year. An introduction by all teachers was recorded to introduce themselves to new children and their families.	KM	Ongoing
Total budgeted cost				£9925

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>1-to-1 and small group tuition</u> Identified children will have significantly increased rates of reading fluency and prosody. They will be able to comprehend reading better as a result of being able to read at pace without spending their working memory decoding. They will be confident readers and dips in reading attainment will be negated.	<i>2 supply teachers used to have 1:1 and small groups for quality interventions and release teachers to do this.</i> <i>1 x 5 days per week in Y5</i> <i>1 x 2 days per week in Y6</i> <i>20 weeks in total</i> (£24,900)	Children made significant progress in reading – 80% made progress in the first 4 weeks as per the Trust Google drive expectations.	JM	May 21
<u>Intervention programme</u> An appropriate reading intervention, such as Reading Plus, supports those children in KS2 in increasing reading stamina, vocabulary and comprehension.	<i>The Reading Plus intervention is introduced in years 4-6. Staff are trained and they are able to deliver the intervention confidently, and analyse the data produced.</i> (£1500)	Reading plus has particularly supported children with their fluency of reading and helped to mitigate against any decrease in fluency, reading stamina and reading comprehension.	JM	July 21

<p>An early language intervention is in place and supports those identified children in reinforcing vocabulary, narrative skills, active listening and phonological awareness.</p> <p>Children who are isolating receive specific catch-up support on return to ensure that gaps have not widened. Children make accelerated progress and are in line with peers.</p>	<p><i>The NELI programme has been identified. TA staff have been trained to deliver the intervention confidently (inclusive of entry and exit data) for a 20 week period. Intervention is delivered to small groups 3 x a week, and individual sessions twice a week.</i></p> <p><i>Through Inclusion manager support specific children are supported in the classroom so that they can have quick access to identify gaps in learning.</i></p>	<p>It has introduced them to new vocabulary and supported children with sentence structure (using visuals). New vocabulary was retained and then used independently Developed confidence – children became more vocal and wanting to speak in class.</p>		
Total budgeted cost				£26,400

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting parents and carers</u></p> <p>Children will have greater opportunities to access learning at home. Home-learning opportunities will not always require parents to engage with the activities, affording the children greater independence and increasing the likelihood that parents can sustain home-learning.</p> <p>Children 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.</p>	<p><i>Additional online learning resources will be purchased, such as Bug Club to support children reading at home. Likewise, Spelling Shed will be purchased so that children can practise spellings at home. Other resources used to support home learning eg TTRockstars, Heggarty Maths, Purplemash</i></p> <p style="text-align: right;">£1500</p> <p><i>Weekly home-learning paper packs are printed and ready to distribute for all children. Stationery packs are to be purchased and set aside for children to take home when home-learning occurs. Especially for EYFS/KS1</i></p> <p style="text-align: right;">£500</p>	<p>During periods of lockdown children were able to access learning via an electronic device. Families who did not have access initially were identified and allocated a device. Online learning platforms were utilised to enhance the learning experience, in turn keeping children engaged with their learning.</p> <p>Disruption to learning was kept to a minimum and children were able to maintain that learning alongside their peers who were in school.</p>	JM	May 21
<p><u>Access to technology</u></p> <p>Access to devices through the lockdown periods made available to all that need it. Use of technology to ensure effective home learning can take place through the app Showbie.</p>	<p><i>DFE allocations of tablets – approximately 50 used from this allocation and Ipads lent through an agreement with parents.</i></p> <p><i>The implementation of the Showbie App to support explicit teaching, modelling and scaffolding of writing strategies to promote pupil independence and</i></p>	<p>All children in year 4 to year 6 have access to a digital device (iPad). Early signs show that children have increased their independence within the classroom and are beginning to actively reflect upon their learning, particularly within their writing. Devices have also allowed effective and timely assessment of learning to take</p>	PJ	<p>Jan 21</p> <p>Feb 21</p>

<p>Teachers have laptops that are equipped with webcams and allow the teachers to access school-based resources from home. Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children.</p>	<p><i>metacognition – support all learners to become effective and independent learners in writing</i> £15,975 (December – August)</p> <p><i>Laptops purchased x 10</i> (£3000)</p>	<p>place using the showbie programme.</p>		
Total budgeted cost				£ 20,975
				Total Catch up Cost
				£57,300
				Cost paid through Covid Catch-Up
				£26,560
				Cost paid through charitable donations
				£0
				Cost paid through school budget
				£30,740