



Abbey Academies Trust

'Catch-Up' Provision September 2020

As part of the Government response to COVID-19 and 'catch up' for schools, it was announced that a package worth £1 billion had been provided to ensure that schools have the resources they need to help all pupils make up for lost teaching time, with extra support for those who need it most.

Altogether the Government advised that £650 million will be spent on ensuring all pupils have the chance to 'catch up' and support schools to rise to the challenge. This one-off grant funding will be paid to all state-funded primary schools in the 2020 to 2021 academic year. Alongside the universal offer, the Government will also roll out a National Tutoring Programme, worth £350 million, which will deliver proven and successful tuition to the most disadvantaged and vulnerable young people, accelerating their academic progress and preventing the gap between them and their more affluent peers widening.

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances. They 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. Where there are pupils with complex needs, funding should be spent on catch-up support to address their individual needs. Schools have also advised that they can spend their catch-up premium on contingency planning for remote education, for example purchasing additional devices or more textbooks.

Abbey Academies Trust has made the decision to refer to these strategies and approaches as encouraging children and staff to: 'Fly High.' This is in keeping with our Trust's ethos and will help ensure that our staff, children and parents/carers see such support in a positive light and as an opportunity to achieve and improve.

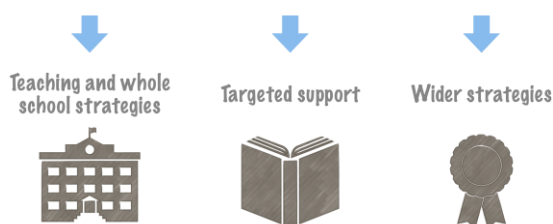
Decisions made involving use of 'catch up' funding to support those children who have been significantly impacted by coronavirus will be evidenced based and consider the unique needs of pupils within each school in the Trust. Much time has been spent researching the following Education Endowment Foundation documents:

- 'Impact of school closures on the attainment gap' – June 2020
- COVID-19 Support guide for schools – June 2020

The EEF's COVID-19 Support guide for schools distributes potential 'catch up' strategies into three strands. The Trust also recognises the impact that some of these categories will have in improving the outcomes of those children who might not have been as acutely impacted by circumstances related to COVID-19.

Key Findings

Strategies are grouped into 3 categories:



Examples of some of the 'Catch Up' / 'Flying High' strategies in place and planned for the 2020-2021 academic year

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- Teachers provide a high quality, safe and nurturing environment for the children from 1st September 2020
- Children with any additional mental health and wellbeing needs are quickly identified and support put in place, using our highly skilled Mental Health and Wellbeing First Aiders
- Baseline assessments carried out in the first two weeks of term to identify gaps
- Cohort files, which include detailed data analysis of Assessment Point 2 2019-2020 and subsequent provision mapping and intervention timetables, are in use across the school and the impact on raising standards and narrowing gaps is regularly monitored
- High quality, online provision is in place for pupils requiring remote learning due to COVID-19 absence
- Teachers provide 'catch up' session for identified group of pupils after school in class 'bubbles'
- CPD to support staff in ensuring they can evaluate the data from their initial assessments and pinpoint those children who are at greatest risk of falling significantly behind
- Purchase of an additional 1,000 Seesaw accounts for remote learning

Bourne Abbey – Catch-Up funding for the year is £48,880

- An additional teacher employed for the year - will provide 'catch up' intervention across the school as well as release teachers to provide this support as appropriate
- Additional HLTA employed 4 days a week to provide catch up intervention across KS1
- Assistant Head and Phonics Leader non-teaching for the first 4 weeks of term to carry out phonics screening baseline with Year 1, Year 2 and those Year 3 children who did not pass the phonics screen in Year 1. They have also modelled phonics intervention for catch-up to TAs and teachers
- Additional TA support in Year 6, working with a specific group of pupils in class 'bubbles'
- Additional TA support for 5 afternoons in Reception- supporting transition, early phonics and PSED
- Non-teaching Deputy Head providing boosters as required in KS2
- Non-teaching Assistant Head (2 days) providing boosters as required in KS1

Bourne Elsea Park Catch-Up funding for the year is £17,440

- Mental health and wellbeing first aider supporting an increased number of children who have mental health and wellbeing issues directly as a results of COVID-19 and its consequences
- An additional class teacher employed one morning each week for the year to support with intervention in KS1. They will ensure gaps within specific groups are addressed quickly. This class teacher will support by teaching additional small targeted groups of children from KS1 in class 'bubbles'
- Head of School to teach during Year 6 PPA each week to ensure that quality first teaching is taking place at all times – especially in identified areas of need/areas of concern
- Head of School to take weekly Year 6 intervention group – focussing on targeted area of need identified through use of assessments
- Additional TA support once per week on a Friday afternoon to provide specific intervention programmes for identified need or release class teachers to be able to develop curriculum

Colsterworth Catch-Up funding for the year is £8,560

- Additional teacher employed one day each week to allow class teachers to provide catch up interventions from Year 1 to Year 5
- Phonics screening baseline carried out with Year 1, Year 2 and those Year 3 children who did not pass the phonics screen in Year 1 and individuals supported by an additional teacher for the first three weeks of the academic year
- Head of School to support phonics in Year 1 & 2 class daily
- Head of School to teach Reception and Year 1 & 2 class weekly (PPA cover) and to support groups of learners and provide catch up intervention

Accountability/Impact ('So what?')

As with all government funding, school leaders must be able to account for how this money is being used to achieve the central goal of schools getting back on track and teaching a normal curriculum as quickly as possible.

Within school from September 2020, tracking continues to be rigorous and aspirational. For example targets set for pupils are not based on the data from the end of the previous year but from key prior assessment points, EYFS or Key Stage 1. It also has combined targets (RWM) for Years 2, 5 and 6. From September 2020 targets set for pupils are not suppressed due to any 'Catch-up' needed following school closure due to Covid-19.

Assessments have informed the school's provision mapping, which has carefully planned support for all pupils from their starting points. This feeds into interventions for those pupils requiring extra levels of support and will be reviewed at regular six-week intervals and updated accordingly. School provision mapping also considers 'Wave 1' support, which ensures that Quality First Teaching is paramount for all.

Children are tracked from their individual starting points in September and again in November, March and June with provision being adapted where necessary. Pupil progress meetings will be held for any pupils not making expected progress. A key focus will be SEND pupils, able and talented pupils and all PP pupils, including those who are more able.

Planning monitoring and work scrutiny will also be carried out in Terms 2, 4 and 6 and all key actions will be fed back to staff and agreed actions are included in the AIP.

The local family of schools, Teaching School Alliance and the AAT have also continued Agreement Trialling meetings remotely, to support assessment and ensure consistency.

For children or bubbles who may need to isolate we have high quality remote learning in place, using Seesaw, an online learning platform. Our Remote Learning Plan outlines how this will be implemented. Staff have been and continue to be trained in the use of Seesaw and we have received much positive feedback from teachers, parents/carers and children who have accessed this online learning from home. Using this platform, we ensure that education, even remotely, continues to be engaging and rigorous. Teachers can also provide instant feedback and monitor the progress of children online.

Given their role in ensuring schools spend funding appropriately and in holding our schools to account for educational performance, governors and trustees will scrutinise our schools' approaches to 'catch-up' from September 2020, including our plans for and use of catch-up funding. This will include consideration of whether our schools are spending this funding in line with our catch-up priorities, and ensuring appropriate transparency for our parents/carers.

The guidance on full opening sets out that Ofsted will conduct a programme of non-graded visits to some schools during the autumn. During these visits, inspectors will discuss how the school is bringing pupils back into full-time education – this may include plans schools have to spend their catch-up funding.

Ofsted plans to resume routine inspections in January 2021, with the exact timing being kept under review. When routine inspections restart, Ofsted will make judgements about the quality of education being provided, and that will include how leaders are using their funding (including 'catch-up' funding) to ensure the curriculum has a positive impact on all pupils.

See Jane Salt (Educational Consultant/Ofsted Inspector) monitoring visit report 29.9.2020.

See minutes of Local Governing Body and Trust Board meetings 2020-2021.