

COVID-19 catch-up premium report

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION							
Total number of pupils:	Year	SEN K	SEN E	PP	Overall	Amount of catch-up premium received per pupil:	£80
	7						
Total catch-up premium budget:	£19,200						

STRATEGY STATEMENT
<p><i>'It is likely to be beneficial to consider how to align chosen approaches with pupil premium spending and broader school improvement priorities' (Covid-19 support guide for schools, Sept 2020)</i></p> <p>Our catch-up plan is written with reference to whole school priorities. They are:</p> <ul style="list-style-type: none"> ✓ The Academy Improvement Plan ✓ The Pupil Premium Strategy 2020-21 <p>Here is an at-a-glance list of the approaches we are taking to help students catch up. These approaches will enable us to:</p> <ul style="list-style-type: none"> ✓ Raise the attainment of all pupils so that we close the gap created by COVID-19 school closures. There will be a particular focus on disadvantaged, SEND and vulnerable pupils who evidence shows are likely to have fallen most behind. ✓ Offer support to all pupils to help them recover from the impact that COVID-19 may have had on their emotional health and well-being. ✓ To fund extra support for those pupils who may struggle to re-engage in school or who are at risk of persistent absence. <ol style="list-style-type: none"> 1. Curriculum adaptations for all subjects, responsive to student need. 2. Staff to create online content for students who must self-isolate or have periods of absence. 3. To keep staff at the Academy because they feel part of the Trinity family, enjoy excellent CPD and can focus on their teaching.

4. Supporting early careers teachers who have missed out on parts of their training.
5. Review of low stakes Masters of Recall testing so that teachers know where gaps in knowledge are and what curriculum changes may be required.
6. To enable all students to have a transition opportunity including TAL Summer School to ease their start/return to school in Autumn 2021.
7. Clear, consistent culture of excellent behaviours explicitly taught through TAL camp and beyond.
8. To embed whole school literacy programme and targeted literacy interventions to secure key skills.

This catch up plan is a working, live document. It will be reviewed termly, and changes/updates will be made where necessary. The quote below echoes the sentiments of Trinity Academy Leeds

Catching up on lost learning time is a significant, complex, and difficult task, which will require ... time, space, and support. We must do more for young people from disadvantaged backgrounds all the time, not through rhetoric but through practical action. (Geoff Barton, ASCL)

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	'School closures are likely to reverse progress made to close the gap in the last decade since 2011'. EEF - Impact of school closures on the attainment gap: Rapid Evidence Assessment (June 2020). We must work even harder to engage, academically and pastorally support and implement timely interventions for our PP students.
B	Engagement with remote learning is varied. Some students, such as young carers, will not have been able to work effectively at home. Some PP students have extenuating family circumstances meaning that they are unable to manage the demands of learning at home. We must use frequent low stakes diagnostic testing to assess student working levels, amend our curriculum maps accordingly and track student progress.
C	Lost learning time has led to lower literacy levels. Disadvantaged households are less likely to be able to support their child (ren) with their reading at home and decoding of remote learning tasks. A robust, impactful suite of literacy interventions must be available to those who need it. A robust whole school literacy strategy must be a priority so that all students are able to build their tier 1, 2 and 3 vocabulary banks back up post lockdown.
D	Lost learning time due to lockdown will have affected our SEND students significantly, those with cognition and learning as their key area of need. We want as many SEND students as possible to leave us with a grade 4 in English or higher so that all further study and employment doors are open to them when they leave us.
E	The behaviour of a minority of students is a focus for pastoral and academic staff. Post lockdown, poor behaviour could be exacerbated due to a lack of structure and routine at home. This may lead to disengagement, more lost learning time and ultimately less successful outcomes for students at GCSE.
F	The recruitment and retention of the very best staff is key to consistent quality first teaching. A lack of consistency can lead to unsettled students who prefer to be taught by familiar staff who are experts in their craft. Teaching during a global pandemic has been challenging and we must do what we can to ensure that retention of staff is high priority.

ADDITIONAL BARRIERS

External barriers:

G	Lack of access to ICT and a stable internet supply. Despite our best efforts to ensure that laptops and dongles are provided to students who need them, there will still have been lost learning time as they awaited this ICT equipment from school. Disadvantaged students may also have limited ICT skills and find navigating remote learning challenging.
H	The percentage attendance of students could be lower than pre-covid due to anxiety around the risks of returning to the school building and exposure to the virus. Students could have, despite our best efforts, disengaged from school during lockdown and be reluctant to return.
I	'Disadvantaged pupils are twice as likely not to be in education, employment or training and are at a higher risk of poverty as adults.' (DfE, 2015). We must ensure that all pupils (especially our pupil premium students) have access to the very best careers guidance when in school and during periods of lockdown so that they all progress to college, sixth form or onto an apprenticeship course.

Planned expenditure for current academic year

Quality of teaching for all					
Action	Intended outcome and success criteria	What is the evidence and rationale for this choice?	How will you make sure it is implemented well?	Staff lead(s)	When will you review this?
1. To ensure that curriculum adaptations for each subject are considered thoroughly and implemented effectively.	<p>Intended outcome: Settled, confident students who have the best chance of catching up on any lost learning time.</p> <p>Success criteria: Documented overview of curriculum adaptations for each subject area.</p>	<p>EEF - Covid-19 support guide for schools 'For many pupils, compensating for the negative impact of school closures will require a sustained response. It is highly unlikely that one single approach will be enough'.</p> <p>EEF – The EEF Guide to Supporting School Planning – A Tiered Approach to 2020-21 'Expert teachers develop a broad array of teaching strategies that, combined with subject knowledge and knowledge of their pupils, positively impact upon learning'.</p>	<p>Curriculum leaders will work with their senior leadership links to:</p> <ul style="list-style-type: none"> - adapt content to ensure Year 6 skills that may have been missed can be secured -lead curriculum area reviews to share best practice. 	<p>Curriculum leaders</p> <p>Senior leadership links</p>	Ongoing

Quality of teaching for all					
Action	Intended outcome and success criteria	What is the evidence and rationale for this choice?	How will you make sure it is implemented well?	Staff lead(s)	When will you review this?
<p>2. To ensure that all students have access to the most effective remote learning.</p> <p>To share ideas with teachers on a 'best practice' lesson structure, effective teacher talk, how to avoid cognitive overload etc.</p>	<p>Intended outcome: Students remain engaged with their learning and the risk of further disruption to learning caused by lack of engagement is minimised.</p> <p>Success criteria: A high quality, accessible-by-all bank of Loom presentations and a Microsoft Form diagnostic low stakes assessment are available for every subject, every week.</p> <p>Increasingly more positive student engagement seen over time.</p> <p>Student and parent voice about 'On Demand' live lessons is encouraging and demonstrates effectiveness of these support/intervention sessions.</p>	<p>EEF - Remote learning: rapid evidence assessment, April 2020 'Teaching quality is more important than how lessons are delivered'. 'Peer interactions can provide motivation and improve learning outcome'. 'Different approaches to remote learning suit different tasks and types of content'.</p> <p>EEF – The EEF Guide to Supporting School Planning – A Tiered Approach to 2020-21 'Low stakes testing approaches have the benefit of more precisely diagnosing gaps in learning and informing the teacher'.</p>	<p>Agreed online lesson structure.</p> <p>Frequent quality assurance of remote lessons to ensure consistent high quality offer.</p> <p>Weekly phone calls home to every student working at home to celebrate their engagement with the work or to advise about what they could do better next time.</p>	HCS RGD	Ongoing

Quality of teaching for all					
Action	Intended outcome and success criteria	What is the evidence and rationale for this choice?	How will you make sure it is implemented well?	Staff lead(s)	When will you review this?
<p>3. To keep staff at the Academy because they feel part of the Trinity family, enjoy excellent CPD and are enabled to focus on their teaching.</p>	<p>Intended outcome: Motivated staff who have manageable workloads with time to teach to their potential, opportunities to refine their craft and to act as a consistent body of support to our students who, due to lockdown, need enhanced levels of staff consistency and expertise.</p> <p>Success criteria: High quality, carefully sequenced CPD programmes for staff and support staff of all career levels.</p> <p>Robust subject area led CPD schedules submitted and quality assured.</p> <p>High levels of staff engagement in CPD and positive staff feedback.</p>	<p>DfE Teacher Recruitment and Retention Strategy, January 2019 'Every day, teachers get the chance to inspire children and young people, shaping thousands of lives. But ... we need to attract even more people into the profession, and then make sure they are supported to not just stay, but to thrive'.</p> <p>EEF – The EEF Guide to Supporting School Planning – A Tiered Approach to 2020-21 'We know from the best available evidence that the most powerful tool we have to combat educational inequality is to support great teaching in every classroom'.</p> <p>Chartered College of Teaching – Catch up and recovery approaches, June 2020 'Ensuring our staff have a manageable workload is a priority. They need to be able to teach'.</p>	<p>Instructional coaching cycles ensure all staff are supported and any concerns quickly identified and addressed. No formal, graded lesson observations but a culture of genuine collaboration.</p> <p>The latest evidence-based research will be available on our Teaching and Learning portal.</p> <p>ECT supported through the HUB and Ambition Institute.</p> <p>Marking policy is low effort, high impact and our bookletised curriculum reduces teacher workload, allowing them to focus on pedagogy.</p> <p>Termly staff voice on well being</p>	HCS	Ongoing

Quality of teaching for all					
Action	Intended outcome and success criteria	What is the evidence and rationale for this choice?	How will you make sure it is implemented well?	Staff lead(s)	When will you review this?
4. To support early career teachers to catch up on lost time from their training or NQT year due to lockdown.	<p>Intended outcome: Early Careers teachers have confidence in the classroom and feel able to cope with the demands of face-to-face as well as the remote teaching of students.</p> <p>Success criteria: -Positive feedback from early careers teachers about CPD support on offer at Trinity Leeds. -Retention of early careers staff at year-end is positive.</p>	<p>EEF - Effective use of the pupil premium, November 2019 'Teaching should be the top priority, including professional development, training and support for early career teachers and recruitment and retention'.</p> <p>EEF – The EEF Guide to Supporting School Planning – A Tiered Approach to 2020-21 'We must ensure that every teacher is supported and prepared for the new year'.</p>	<p>All ECTS have a dedicated staff mentor whom they meet weekly.</p> <p>Work closely with the HUB and Ambition institute to ensure ECTs have access to the best available CPD.</p> <p>Work closely with our schools in the MAT to widen the support network for our ECTs</p>	HCS	Ongoing
5. Review of low stakes Masters of Recall testing so that teachers know where gaps in knowledge are and what curriculum changes may be required.	<p>Intended outcome: Well informed staff who know which knowledge to revisit with students and where student strengths in knowledge acquisition lie.</p> <p>Success criteria: Students using knowledge organisers to support their learning. - Masters of Recall data is analysed, and planning is refined to meet changing student needs.</p>	<p>EEF - Covid-19 support guide for schools, Sept 2020 'Subject specific assessments might be used to identify particular areas where pupils have forgotten or misunderstood key concepts, to ensure that new material being covered builds on secure foundations.'</p> <p>EEF – The EEF Guide to Supporting School Planning – A Tiered Approach to 2020-21 'Graphic organisers represent a cognitive strategy that has been extensively researched with pupils with SEND ... and are used to organise knowledge, concepts and ideas'.</p>	<p>Masters of Recall assessments to be held in November 2021, April 2022, and June 2022.</p> <p>Curriculum planning informed by outcomes of MoR assessments.</p>	HCS	Termly

Quality of teaching for all					
Action	Intended outcome and success criteria	What is the evidence and rationale for this choice?	How will you make sure it is implemented well?	Staff lead(s)	When will you review this?
<p>6. To enable all students to have a transition opportunity (1 day or longer) to ease their start/return to school in Autumn 2020.</p>	<p>Intended outcome: Lower levels of student absence and/or anxiety due to fear of starting a new school and/or returning to school post lockdown.</p> <p>Success criteria: Student % attendance is as high as or higher than the national average each week and across all key groups.</p> <p>Parental feedback at parents' evenings (C-19 restrictions permitting) is positive.</p>	<p>EEF - Covid-19 support guide for schools, Sept 2020 'Planning and providing transition support, such as running dedicated transition events – either on line or face to face, as restrictions allow – is likely to be an effective way to ensure pupils start the new year ready to learn'.</p>	<p>Incoming year 7 students invited to a four day summer camp at Leeds Grammar School with activities such as peer relationship building, taster sessions of certain subjects, creative writing tasks etc.</p> <p>Development of transition section of the school website so that year 7 families can prepare for their start.</p> <p>Working with partner primary schools to identify any aspects of the year 6 reading, SPAG and numeracy SATs papers they have not been taught due to lockdown/for which retention is likely to be limited/they feel they need to revisit.</p> <p>Three Day TAL Camp to ensure students are comfortable with our routines before the curriculum deliver begins.</p>	KCY	End of half term 1

Targeted support					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
7. Clear, consistent culture of excellent behaviours explicitly taught through TAL camp and beyond, supported by strong pastoral team.	<p>Intended outcome: Students have non-teaching support staff who can support them with their pastoral needs following extended period(s) of lockdown.</p> <p>Success criteria: Pastoral processes are efficient and impactful.</p>	<p>DfE guidance for full opening of schools 'Adverse experiences or lack of routines of regular attendance ... may contribute to disengagement with education upon return to school, resulting in increased incidence of poor behaviour'.</p> <p>EEF – The EEF Guide to Supporting School Planning – A Tiered Approach to 2020-21 'Pastoral teams could conduct semi-structured interviews with pupils ... monitoring and responding to needs.'</p>	<p>All pastoral staff happy and effective in new roles.</p> <p>Pastoral team to support student behaviour and attendance following a challenging time for young people.</p> <p>Pastoral team leads on weekly student calls (3 rings). This will strengthen relationships with students and families and aid re-integration.</p>	RGD	Ongoing

Targeted support					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
<p>8. To embed whole school literacy programme and targeted literacy interventions to secure key skills. Ensure chances to focus on literacy exists at whole school level, form group level, classroom level and student level.</p>	<p>Intended outcome: Student's re-gain their confidence in and their love of reading and writing for various purposes and audiences. Students have the necessary literacy skills to access their broad and balanced curriculum.</p> <p>Success criteria: Students in a Nurture/ literacy intervention group have clear strategies for increasing their progress.</p>	<p>EEF - Covid-19 support guide for schools, Sept 2020 'A particular focus for interventions is likely to be on literacy. For example, there is extensive evidence showing the long-term negative impact of beginning secondary school without secure literacy skills.'</p> <p>Internal thoughts on literacy: Without KS2 data this year, we are identifying need in each area of reading and writing so that the right students get the right catch-up support. This begins at TAL Camp with our baseline tests.</p>	<p>Newly updated literacy support framework.</p> <p>Creation of two Nurture Plus classes focusing on phonics, reading fluency, comprehension, and enjoyment.</p> <p>Nurture classes to be double staffed.</p> <p>DEAR to be delivered every form time.</p> <p>Continue to develop the whole school literacy package so that every student has regular opportunities to read for pleasure, read texts for comprehension and inference, debate and discuss the content of what they read and write clearly using tier 2 and 3 language.</p>	<p>HCS OHN</p>	<p>Ongoing</p>

ADDITIONAL INFORMATION

'An evidence informed approach gives us the best chance of maximising impact' (Covid-19 support guide for schools, Sept 2020)

This catch up policy has been written with reference to the following internal information and evidence-based research:

- DfE – Guidance for full opening of schools (Section 3)
- DfE – Catch up premium (November 2020)
- EEF - Covid-19 support guide for schools (Sept 2020)
- EEF - Best evidence on supporting students to learn remotely (Jan 2021)
- Chartered College of Teaching – Catch up and recovery approaches (June 2020)
- Barry Carpenter, Oxford Brookes – Loss and life for our children and schools post pandemic (July 2020)
- Steve Lane, Educational researcher – Covid-19 response blog
- DfE – Review your remote education provision (January 2021)
- The EEF Guide to Supporting School Planning: A Tiered Approach to 2020-21
- National Tutoring Programme - Supporting schools to address the impact of Covid-19 closures on pupils' learning. – EEF (August 2020)

Curriculum Conference hosted by the BESA presentations:

- Supporting the Covid-19 cohort
- Diversifying the Curriculum
- A Recovery Curriculum
- The DfE's priorities post-Covid-19
- Ofsted Keynote by Daniel Mujs

