

Catch-Up Premium Plan

Crestwood School

| Summary information | | | | | |
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| School | Crestwood School | | | | |
| Academic Year | 2020-21 | Total Catch-Up Premium | £71 160 | Number of pupils | 934 |

| Guidance |
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| <p>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.</p> <p>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.</p> <p>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.</p> |

| Use of Funds | EEF Recommendations |
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| <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 |

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| Identified impact of lockdown | |
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| Maths | <p>Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children still have an appetite for maths and lockdown has not affected their attitudes however they are quite simply, 'behind'. Gaps between students who were able to access virtual lessons and those who were not will create variations between students in similar ability bands.</p> <p>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. Transition students have missed some rigor from the more challenging arithmetic topics.</p> |
| Writing | <p>The writing skills of students has significantly weakened; this is of particular concern as, in general, writing skills for students at Crestwood tends to be the weaker area. The weakening of skills can be attributed to a lack of practice when writing. It is particularly notable that students have lost the ability to produce lengthy pieces of writing, which are well structured and for the appropriate purposes. Writing is now more limited, and often lacks clarity and sustained quality. Specific lexical gaps and knowledge has suffered, leading to lack of fluency in writing. Those students who have maintained writing throughout lockdown are less affected, however those who evidently didn't write much have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write. The written accuracy and ability to coherently plan to write at length has been affected. Students at Crestwood have always had a noticeable vocabulary gap, and it appears that this has widened since March. Many students are unable to use a sophisticated range of vocabulary, and lack of practice means that for many students both verbal and written use of vocabulary has become stilted, for many colloquial. Were vocabulary usage is better reading and writing skills have been maintained over time.</p> |
| Reading | <p>The reading habits of students have decreased since March, students who were better at reading prior to lockdown now have reduced attention spans and are less engaged with reading as a whole. The reading gap at Crestwood has always been wide, particularly with lower and higher attainers, however the gap is now increasingly wide, meaning that students are less likely to read outside of school, and are less engaged when reading in lessons. As a result of this, the ability to read analytically and make in depth inferences has somewhat reduced, with many students having to re-learn analytical reading techniques and key terminology.</p> <p>The absence of ACR in KS3 has also contributed to this gap, meaning that reading skills were less likely to continue to develop appropriately in the given time frame.</p> <p>As a result of limited time, and inability to access examiners, KS3 students were unable to participate in Oracy opportunities such as: ICE, speaking endorsement, school performances and mock trial. These experiences are invaluable in encouraging students to use a range of vocabulary and promote confident speech.</p> |
| English Year 7 | <p>Reading analysis skills – Vocabulary Gaps Inference (common gap between KS2&3) Writing: planning, accuracy, SPaG, vocabulary Attention and concentration</p> |
| English Year 8 | <p>Reading analysis skills – Vocabulary Gaps – Accelerated Reader Programme not undertaken Inference and terminology usage</p> |

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| | Writing: planning, accuracy, SPaG, vocabulary Oracy & Fluency Development Needed |
| English Year 9 | Reading analysis skills – Vocabulary Gaps – Accelerated Reader Programme not undertaken Inference and terminology usage Writing: planning, accuracy, SPaG, vocabulary Oracy & Fluency Development Needed |
| English Year 10 | Comparison skills not addressed Terminology related to language comparison GCSE play text not taught in year 9 meaning a whole modern play will need to be taught in year 11. Sustainable writing skills not addressed. Spoken Language presentations not yet completed |
| English Year 11 | Poetry skills – not taught to students who will need to take A level English literature Language skills – underdeveloped. Students did not revise or revisit key terminology No mock exams in formal conditions completed Sustainable writing skills not addressed. Spoken Language presentations not yet completed |
| Science | Specific content has been missed, leading to gaps in learning, this is a particular concern in Year 9 upwards where it could significantly affect students understanding and progress in their GCSE studies. In addition to the loss of content, there has been a lack of contact time to deliver practical elements of science that help to promote student engagement and ensures that students are unable to contextualise their learning and make scientific links to their wider learning and understanding of topics in the wider world. |
| Non-core | 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. |

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| Planned expenditure - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools) | | | | |
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| i. Teaching and whole-school strategies: supporting great teaching, pupil assessment and feedback, Transition support | | | | |
| Desired outcome | Chosen approach and anticipated cost | Impact (once reviewed) | Staff lead | Review date? |
| <p><u>Teaching and Learning:</u></p> <p>Using the school VLE students who are isolating will be able to access lessons.</p> <p>All departments/subjects are strategic in their approach to ensuring they know the gaps in knowledge of students and are able to plan the interventions required.</p> <p>All students are able to access the resources they need to fill gaps in knowledge from lockdown.</p> <p>Online Materials are made available to students to help with learning at home/Virtual lessons.</p> | <p>All classrooms to be equipped with webcams and microphones, so that lessons can be 'broadcast' and students can interact with live lessons. Disadvantaged students unable to access home learning have had new equipment purchased for them Non disadvantaged families with those with issues accessing on line learning due to several school age children in households have been supported with additional devices.</p> <p style="text-align: right;">(£3000 to date)</p> <p>All departments to create their own 'Covid Catch Up Plans' to detail the individual work needed to be covered in each subject area. This will give individual departments the opportunity to bid for extra funding, to ensure they have the resources they need to be able to catch up in all areas of need.</p> <p>Year 11 Triple Science students issued with CGP KO and retrieval guides to be used for homework, intervention sessions and classwork. All Year 11 Core Science PP students issued with Collins revision guides.</p> <p style="text-align: right;">(£1000) to date</p> <p>£4 per student for guides, 25 students. £9 per student for guides, 70 students. All students in all subjects have had revision guides purchased for them to support home learning, revision and plug gaps for Year 10/11</p> <p style="text-align: right;">(£3000) to date</p> | | <p>IBI</p> <p>JTH</p> <p>JWI</p> <p>JWI</p> | <p>Feb 2021</p> <p>Feb 2021</p> <p>Feb 2021</p> <p>Feb 2021</p> |

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| | <p>Use of Educake to assist with identifying Knowledge and Understanding Gaps in learning. Predominantly used for delivery of Science and English (£1520)</p> <p>Revision guides to be purchased in Year 9 once options are chosen in Easter 2021 (£5000)</p> <p>All students have access to Hegarty Maths to support learning from home, or in school during Breakfast/Lunch/After school sessions for those without digital access at home. (£1500)</p> <p>All students have access to ActiveLearn Digital platform and will be set tasks to complete which will also cover previous content in Modern Foreign Languages.</p> <p>All students in KS4/KS5 have access to Unifrog to enable they are informed of on their choices of future pathways</p> | | <p>JWI/NHA</p> <p>JTH</p> <p>LAL All HODs</p> <p>LDR</p> | <p>May 2021</p> <p>Easter 2021</p> |
| <p><u>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>Consistent tracking of student progress across all subject areas.</p> | <p>GL Assessments: Ensure early identification of Year 7 students of concern in CORE and identify particular groups of students for targeted intervention and support.</p> <p>To also facilitate with the setting of KS4 targets. New intake Year7 will have targets sets and be informed on a termly basis their progress towards these.</p> <p>The first month of return, all students in all subjects to be assessed to identify gaps in learning. Departments can plan/adjust Schemes of Work to best suit the needs of the students.</p> <p>All departments to set up online markbooks to track the progress and achievements of all students in all year</p> | | <p>GSM/ATH</p> <p>ATH/INO</p> <p>SLT</p> <p>ATH</p> | <p>Jan 2021</p> |

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| | groups. To enable students to be accurately informed on progress and enable accurate teacher assessments to be in place should CAGs be needed in 2021. | | | (Post Mocks) |
| <p><u>Transition support</u></p> <p>Children who are joining school from different settings or who are beginning their secondary school starting September 2020 have an opportunity to become familiar and confident with the setting before they arrive.</p> <p>Ensure students joining Crestwood are not behind previous cohorts in terms of numeracy and literacy skills.</p> | <p>A 360 interactive virtual tour of Crestwood School is arranged and shared with all new-starters. 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 Crestwood School. New Year 7 are introduced to new surroundings and feel confident when they start their new school.</p> <p>Curriculum is based around developing key literacy skills using reading age appropriate texts, accessible for students with lower reading ages. Targeted support offered to these students, to enable them address gaps in knowledge as a result of lockdown. Year 7 tutors will be given literacy booklets to work through with forms to ensure basic skills are covered.</p> <p>Resources developed to ensure students practice skills missed during the lockdown period. Numeracy lessons are delivered to all year 7 students, and any non-Specialists are supported by the Numeracy Lead Teacher.</p> | | <p>SNA</p> <p>LBA/JRO</p> | |
| Total budgeted cost | | | | £15 200 |

ii. Targeted approaches: 1:1 and small group tuition, interventions, extended school time,

| Desired outcome | Chosen action/approach | Impact (once reviewed) | Staff lead | Review date? |
|---|---|------------------------|------------|--------------------------------|
| <p><u>Extended School Timetable – Catch Up & Small Group Tuition:</u></p> | <p>1. Extended Holiday School A series of holiday sessions will run to facilitate additional teaching for examination classes and for targeted catch up priority students.</p> | | JTH | After each half term 2020/2021 |

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| <p>To support students with catch-up and revision of content so that learning and progress gaps are closed.</p> | <ul style="list-style-type: none"> • October half-term: 4 days x 4.5 staff x 5hrs All subjects offered. Core subjects and option subjects. Offered to all students. (£2250) • February half-term: 4 days x 4 staff x 4hrs Focus on the Core subjects – aimed at the students falling behind expectations. (£1600) • Easter holiday: 7 days x 4 staff x 5 hrs Focus on all subjects. Core and option subjects – students targeted as those falling behind expectations. (£3500) • May half-term: 4 days x 6 staff x 4hrs Target Year 11 students who underachieving for preparation before GCSE examinations – aimed at the students falling behind expectations. (£2400) <p>2. After school Revision</p> <ul style="list-style-type: none"> • 24 weeks x 5 days x 1hr x 8 staff 'Period 7' 3.00 – 4.00 offered to all students in Autumn term. Focus on targeted students in Spring/Summer terms. (£24000) | | GSM | |
| <p>Extended School Timetable – Enrichment & Sport Ensure students all have access to advice and guidance (CEIAG) given the constraints in place. Adapt previous plans to enable no student misses out.</p> | <p>Plan a Virtual careers fair. Startprofile – all students to complete weekly activities on startprofile. This will include activities related to different professions where they will read testimonials from and watch videos of employers and employees. Year 10 – Aspire to HE workshop with speaker (employee).</p> | | LDR | May 2021 |

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| | <p>Careers café – videos of employees/ employers (open to year 11 at the moment but to open to year 10 also if/ when government guidelines permit.</p> <p>Form time – incorporate videos of/ testimonies from employees and employers.</p> <p>Face to face meetings to be arranged later in the year if government guidelines permit this – e.g. careers breakfast. Contacts to be sourced and made and visitors to be invited in (if permitted).</p> <p>Social media accounts and emails to staff, parents and students to promote work experience opportunities/ workshops etc. (encounters with employers and employees).</p> | | | |
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| | | | | Total budgeted cost |
| | | | | £33 750 |

| iii. Wider Strategies – supporting parents, access to technology, summer schools | | | | |
|---|--|------------------------|-------------------------------------|--------------|
| Desired outcome | Chosen action/approach | Impact (once reviewed) | Staff lead | Review date? |
| <p><u>Additional Staffing: Mentor</u></p> <p>Mentor to support student learning/support with issues regarding return to school</p> <p>Ensure communication with parents over the progress of students is maintained despite national/local restrictions in place.</p> <p>Every student will have an academic review meeting with a CEIAG focus to help students to contextualise their</p> | <p>Supporting students initially focused on students in Science.</p> <p style="text-align: right;">(£18000)</p> <p>Develop a system using SPACE for parents’ meetings to take place in a virtual/video environment so that parents can talk through progress with subject teachers, and support the learning of the students.</p> <p style="text-align: right;">(£250)</p> | | <p>JWI/CS</p> <p>ATH</p> <p>GSM</p> | Feb 2021 |

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| <p>learning and help all students (but particularly those from disadvantaged backgrounds) to develop future aspirations and career goals.</p> <p>Target revision through use of My Tutor on line maths</p> | <p>Appointment of a Mentor with a particular focus on CEIAG, to support students with their engagement in school and their career aspirations. Mentor will also support the PSO with the running of small group targeted intervention sessions.</p> <p style="color: red;">(Part Funding of Mentor £6000)</p> <p>School signing up to My Tutor programme to enable targeted students, PP students, who would benefit from the extra external support in a Core Subject.</p> <p style="color: red;">(£2000 TBC)</p> | | GSM/JTH | |
| | | | | |
| To be reviewed February 2021 | | | Total budgeted cost | £ 26 250 |
| | | Cost paid through Covid Catch-Up | | £71 160 |
| | | Cost paid through charitable donations | | £ |
| | | Cost paid through school budget | | £4 040 |
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