

# Covid Catch-up Premium: Impact statement

## Thistle Hill Academy 2020-2021



1. Summary information					
<b>School</b>	Thistle Hill Academy				
<b>Academic Year</b>	2020-2021	<b>Total COVID catch-up budget</b>	£24,480	<b>Date of most recent review</b>	Sept 2021
<b>Number of pupils</b>	317	<b>Number of Pupil Premium pupils</b>	101	<b>Date for next internal review of this</b>	July 2021
Strategy Statement					
<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 hits. 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 spent their funding in the best way for their cohort and circumstances.” (DfE July 2020)</p> <p>At Thistle Hill Academy we are committed to ensuring the school closure during Lockdown (March 2020) and any further unplanned bubble closures or school closures will have a minimal effect on children’s learning and well-being. We will be investing the Catch-Up funding on measures proven to be the most effective (based on the DFE guidance for the Catch-Up Premium and the EEF Guide to Supporting School Planning – A Tiered Approach to 2020-2021) with a particular focus on those who are most disadvantaged.</p>					
Priority Areas for Catch up funding					
<b>A.</b>	<p><b>TEACHING</b> – Professional development on whole school curriculum planning for the new school year 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. Provide 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>Provide high quality remote learning and provide the technology to enable <b>all</b> families to access the learning at home in the event of bubble closures or any further unplanned school closures. To ensure that disadvantaged families are not subject to digital inequality by not accessing the learning platform that others can.</p>				

<b>B.</b>	<p><b>TARGETED ACADEMIC SUPPORT</b> – 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>
<b>C.</b>	<p><b>WIDER SUPPORT</b> - Ensuring that 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 Well –Being team, in particular the role of the Parent Support Advisor.</p>

### Barriers to future attainment - academic

<b>A.</b>	<p><b>KEY TRANSITIONS</b> – these have been disrupted as a result of absence from early years settings and school settings.</p> <p>Nursery to Reception – the Prime Areas will be underdeveloped, especially Communication and Language.</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 2 to Year 3 - Phonics teaching and reading teaching will still be covering what was missed in year 2 curriculum to ensure that Phonics knowledge is secure and applied fluently to decoding.</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>B.</b>	<p><b>READING</b> – Ensure that children have the fluency of word decoding and comprehension skills that they will need to access age appropriate texts. The reading ability and cultural capital gap will have widened between children that do not read at home and others that do so regularly as the daily reading mileage they receive in school will not have been available or the Reading interventions.</p>
<b>C.</b>	<p><b>REMOTE LEARNING</b> – Home learning was more limited during the school closure (during Lockdown) without an online platform to deliver it. It focused on revising and securing basic skills and knowledge across the curriculum through pre-recorded videos. Learning can be developed further this academic year and provide “live” teaching and feedback with the new platform Microsoft Teams.</p>
<b>D.</b>	<p><b>STAFFING</b> – The teaching profile this academic year is made up of a significant amount of early career teachers, mainly in KS2. Intensive support from the leadership team will be required for these teachers who have missed a large part of their training and placements in schools.</p> <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.</p>

Additional barriers - external	
<b>A.</b>	<p><b>ATTENDANCE</b> – 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.</p> <p>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 also cause further disruption to learning.</p>
<b>B.</b>	<p><b>MENTAL HEALTH AND WELL BEING</b> – 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.</p> <p>The 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.</p>
<b>C.</b>	<p><b>SECOND WAVE OF COVID19</b> – 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.</p>

## 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
<p>To support Formative assessment and flexible planning by ensuring the following is in place and teachers have the understanding and skills to implement -Diagnostic questions, mixed ability teaching, fluid teaching (reshaping) 'Anchor' task, 'Do now' tasks.</p> <p><i>Linked to the ADP</i></p>	<p>Teachers are able to use formative assessment effectively to identify gaps and accelerate progress.</p> <p>Teachers have good subject knowledge so that their teaching is adapted and fluid in order to close gaps and build knowledge.</p> <p>The lesson structure across the curriculum includes subject specific assessment for learning opportunities.</p>	<p>Webinars held by Trust</p> <p>Curriculum leads (Summer term)</p> <p>Ongoing CPD in the form of Subject networking meetings drop-in surgeries and How to Videos to support Teachers and Teaching Assistants.</p>	<p>Curriculum Leads</p> <p>Lead Practitioners</p> <p>Senior leaders</p> <p>Curriculum leads</p>	<p>Trust CPD &amp; school SLT support have ensured all staff are confident in using formative assessment in planning and teaching for curriculum recovery.</p> <p>Use of diagnostic questioning, mixed ability teaching, reshaping teaching, anchor &amp; do now tasks are embedded practice throughout the school.</p>

<p>To identify statutory requirements of the curriculum not taught during school closures for each year group</p> <p>Revise long term plan 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</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>Lead Practitioners</p> <p>Senior leaders</p>	<p>Gap analysis through assessment for learning prioritised.</p> <p>NCETM ready to progress documents, revised MTPs, Trust CPD, SLT support used to ensure a broad curriculum was delivered.</p> <p>Trust CPD and leaders has ensured that the LTPS for Curriculum areas have been revised and adapted in the light of missed learning due to school closures. Webinars and CPD have been delivered by Trust Curriculum leads.</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 elements of effective teaching are present.</p> <p>Ensure access to technology for pupils, particularly for disadvantaged pupils based on responses to the survey sent to parents to confirm if they have Wi-Fi and devices at home</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>Virtual learning Headteacher</p> <p>Director of Communications and media</p> <p>CEO and EHT</p>	<p>Trust policy revised in light of using TEAMS. Shared with all parents and Parent Forum feedback sought. Feedback has been extremely positive</p> <p>Remote learning policy and Trust CPD have ensured all teachers have been well prepared to deliver teaching remotely during lockdown and</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>Home learning meets the needs of all groups of children.</p>		<p>to reshape their approach upon whole school return. All children had access to IT equipment needed, included wifi.</p>
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**Targeted support – There is extensive evidence of the impact of high-quality small group and one- one tuition. The small group tuition will be in class and linked to the curriculum learning which can be adapted to fill gaps. It will complement the work of the class teacher.**

**High quality one- to one 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 and teaching experience was required for this position.**

Action	Intended outcome	Implementation	Staff	Impact
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<p>A key Stage 1 COVID intervention TA appointed who was previously a teacher.</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>Daily 1:1 reading with pupils who do not read at home using phonetically decodable books (Big Cat) Switch on Intervention – pick up some extra children in year 2.</p>	<p>COVID TA  CTs</p>	<p>Case study</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>Small group support during Phonics lessons in Year 2 with targeted pupils from the cohort. 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><b>Year 1 classes</b></p> <table border="1" data-bbox="1738 408 2170 632"> <thead> <tr> <th>Phase</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> </tr> </thead> <tbody> <tr> <td>T4</td> <td>22%</td> <td>17%</td> <td>30%</td> <td>31%</td> </tr> <tr> <td>T6</td> <td>0%</td> <td>9%</td> <td>30%</td> <td>61%</td> </tr> <tr> <th>Phase</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> </tr> <tr> <td>T4</td> <td>24%</td> <td>14%</td> <td>29%</td> <td>33%</td> </tr> <tr> <td>T6</td> <td>18%</td> <td>9%</td> <td>14%</td> <td>59%</td> </tr> </tbody> </table>	Phase	2	3	4	5	T4	22%	17%	30%	31%	T6	0%	9%	30%	61%	Phase	2	3	4	5	T4	24%	14%	29%	33%	T6	18%	9%	14%	59%
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	<p>To secure the foundations of early number for targeted children using the 1stclass@number intervention. Entry and exit data assessments show that all children are making above expected progress because of the support</p>	<p>Year 1 and 2 TAs trained in the 1stclass@number intervention and assessments carried out to identify children eligible for the programme.</p>	<p>COVID TA Year 1 class TA</p>	<p>Case study</p>																														

<p>A key Stage 2 COVID intervention experienced Teacher appointed.</p>	<p>Targeted year 4 and 5 children are fluently recalling multiplication facts. Targeted children in years 4/5/6 show number fluency by recalling key skills. Targeted children are more confident in maths lessons through Pre-Teaching. Writing of targeted children in year 5 is improved through conferencing sessions. Targets pupils in years 5 and 6 improve their comprehension skills and access the class text.</p>	<p>Timetabled tuition for boosters and out of class interventions that includes after school targeted tutoring for key children in year5/6 (1:3) Boosters for Arithmetic, Maths Comprehension, Times Tables. 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>	<p>The Deputy HT carried out a whole class intervention for Term 4 and 5 teaching English to year 5 children with he COVID catch up teacher for KS2. On return to school in March until the end of the school year, children in the % of children in year 5 made accelerated progress: R 70% W 64% M 79%</p>
<p>Reception TAs to be trained In the NELI programme which is scripted to deliver.</p>	<p>To improve targeted children’s Oral Language and early Literacy skills. Entry and exit data will track progress with the aim of a 3months+ gain in Oral Language skills.</p>	<p>TA s trained in term 2 ready to implement the programme.</p>	<p>EYFS lead CT TAs</p>	<p>Lockdown has resulted in a delay in attending this training. However, a high priority has been placed on oral language and early literacy. On entry to reception, 37% of children had age appropriate skills in communication and language and at the end of the year age this had increased to 74%.</p>
<p>A Year 1 and a Year 2 TA to be trained to deliver the 1<sup>st</sup>Class@Number intervention.</p>	<p>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.</p>	<p>Maths lead and TAs trained in term 2</p>	<p>Maths lead CT TAs</p>	<p>Case study</p>
<p><b>Total Cost</b></p>	<p><b>£25,130</b></p>			

**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
<p>Staff receive training on: 6 principles of Nurture, Restorative justice, PSHE curriculum, SRE curriculum, DFE training module on mental well-being.</p> <p><a href="#">ADP links</a></p>	<p>All staff are better informed about the holistic approach of the Recovery Curriculum. How best to support children through the curriculum with the different emotions and behaviours that they may display.</p> <p>PSHE curriculum is effective in supporting children’s mental health and understanding of relationships.</p>	<p>Survey sent to families to help construct Recovery Curriculum based on their responses and experiences.</p> <p>September Staff Development Day – a Recovery Curriculum.</p> <p>Class assemblies and circle times based on the mental health training module</p>	<p>HT SENCO Well being team</p>	<p>A Recovery Curriculum was designed to respond to the impact of school closures on children’s social, emotional and mental health. The curriculum, was underpinned by the 6 principles of Nurture, Restorative justice, PSHE curriculum, SRE curriculum, DFE training module on mental well-being. The SENCO trained as the Mental Health First Aid Lead as well as all teaching Assistants .</p>

<p>Provide robust, on-going training and support for class teachers to develop their understanding of class-based Nurture and their ability to support children's well-being in class</p> <p><a href="#">ADP link</a></p>	<p>Classroom practice will be informed by the 6 principles of Nurture and teachers are providing an environment where children feel safe, secure and happy. They understand their emotions and are able to self-regulate.</p>	<p>Assess the needs of <u>all</u> children in terms of well-being and social, emotional and 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>HT SENCO Well-being team</p>	<p>All school staff have undertaken additional nurture training in response to the pandemic, enabling staff confidence in responding to this unprecedented time. Use of well-being survey completed at home alongside the use of Boxall profiles and Leuven well-being scales have enabled effective gap analysis and rapid intervention to be implemented.</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><a href="#">ADP link</a></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 really good 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>	<p>During COVID19 the number of families open to outside agencies increased from 15 - 35</p>

